



Public monumental

"The only public monumental building in anything like the style of the seventies." Such is Reynir Bandman's view of the glass and concrete structure, five years of building, and several days of confusion—now houses nearly all well two-thirds of the staff of the London University Institute of Education. The move, 18 months behind schedule, began in earnest on June 21, and though there is still no running water, evening seems cheerful and professors have been packing and unpacking tea chests along with everything else.

The new building brings the administration, the subject departments, the university centre for teachers and the common rooms, lecture halls, etc., together under one roof. But because two of the three wings on the back of the building were not built, the library, the sociology, psychology, philosophy and educational administration departments will remain scattered around the Bloomsbury squares.

Fortunately there is no mad rush to get settled. The official opening will not be until next March when the Queen Mother will snip the ribbons.

Even then, it is not certain that the new building will be adorned with any permanent name. The institute is still going through the prolonged business of negotiating to become a school of the university. The draft charter has apparently been agreed in principle, but details have still to be worked out and the final package has then to be approved by the Privy Council.

That does not, however, mean that there is any kind of hiatus. Two new professorships have been announced in recent weeks. Harvey Goldstein is to be professor of statistical methods and last week the institute announced that Dr Keith Swainwick will become professor of music education from October 1. Another professorship will be announced in the next few weeks and a chair of science education will be filled next year. Furthermore the title of professor has been conferred on the head of the education department, Brian Holmes.

All these appointments are part of the policy of the institute to bring the staff to academic and research



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staff up to the level customary in a school of the university. They also reflect the institute's growing pre-occupation with advanced and graduate work. Of their 2,174 students, just over 750 are on postgraduate certificate courses, the rest are on advanced courses.

Another aspect of the institute's development, described by Bill Taylor as "innovative without being radical," is the establishment of centres drawing on different departments. The first of these, the centre for political education, will offer courses at all levels as options within the postgraduate certificate of education and the academic diploma in education and as an area of special study and research for masters' degrees.

The idea of centres has been around for a couple of years now, the political education model being only the first of an intended series. Others still at the planning stage include a centre to look at human rights in education (where psychologists, sociologists and philosophers can get together on sex discrimination and other rights issues) and an arts centre (which may come up with ideas of events to fill the two spacious theatres which form part of the new building).

These centres are a fairly careful approach to the success or otherwise of the new type of structure since they do not involve hiring extra staff. The official line seems to be that if one centre cannot hold it can be abandoned without making any of the staff redundant, and everyone can go away and decide what the next centre should be. Political education is the exception here, since it involves an outside appointment, Alex Rover, a politics graduate with six years' experience of teaching in secondary schools, who is currently co-director of the Nuffield and Schools Council project on political education. With major responsibility for the development of studies in political education, he will be co-ordinating the contributions of such

departments as curriculum studies, philosophy, psychology and sociology.

Porter is also active in the Politics Association, where he is general secretary, so it is less than surprising to find that Professor Bernard Crick, honorary president of the association, will have a part to play in the centre's work. Last year Crick ran a pilot course as part of the advanced diploma. This autumn the institute people will be "drawing on the resources" of his politics and sociology department at Birkbeck College—though the details of this special relationship in the style of the 1970s have yet to be finalised.

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Pick of the pick

If Peter Newsam's appointment as education officer for the Inner London Education Authority is hardly a surprise, it was apparently very much an open contest when the short-list interviews began on Monday.

The authority has been congratulating itself on having "the pick of the country" to quote the irrepressible Mrs Irene Chaplin, chairman of the committee. No question of a favourite son and a head of middleweight in a list that read: Dudley Fiske (chief education officer, Manchester), John Tomlinson (Cheshire), Conrad Rainbow (Lancashire) and as an outsider in the club since it is not the books' sense Geoffrey Easton (repatriate of Oxford University, ex-department of Education and Science, ex-Schools Council, etc.).

"It could easily have gone the other way," according to Mrs Chaplin, who did not specify which way she had in mind. However, from Sir Ashley Bramall's viewpoint, once the interviews got going, Mr Newsam bore all before him. We were quite prepared to bring people in again in the afternoon for re-interview but when we broke for a working lunch we found we were all of one mind.

Now that that's settled, the authority has to look for a new deputy. "We'll be thinking about that," Mrs Chaplin said. "Meanwhile I'm very worried about Martin's job, the blighter." Martin Lightfoot, senior assistant education officer, resigned last week for personal reasons which remain veiled in mystery but clearly contain no animus towards Peter Newsam. "I think he's cracked," Mrs Chaplin said. "He wasn't at all the usual sort of bureaucrat. Most refreshing."

Father came too

A school teacher in the American state of Connecticut has just begun a year's paternity leave. His wife is expecting a baby any day now, and the local school board at Stamford says any teacher upon the birth of a child is entitled to two years' leave.

The 35-year-old teacher, Richard Dennis, said he will lose a whole year's salary. "But I'm going to gain a lot of things that can't be measured in dollars," he will be very emphatic in saying.

Mr Dennis has taken advantage of the new rules on maternity leave. To comply with government and anti-discrimination guidelines Stamford allows both men and women to take time off.

The suit seems to be spreading right across America. On the west coast at Stanford University, a journalist has just completed six months as a househusband while his wife took up a fellowship to study energy and the environment. "I spent a lot of time with the other

spouses on the village court living to learn the ropes of motherhood and discussing my role in child birth," he said. "At least I was going to have to breastfeed the baby."

He found changing and feeding a baby relatively simple, as long as a liberal amount of ammonia was used. He also found a lot about children from the other mothers, but the other children were puzzled: his solitary motherhood among the pre-motherhooders meant he was father to them all.

Bradford flood

Two Bradford schools are to be flooded with books over the next four years. The National Book League is responsible for the deluge, though its press releases modestly omit to mention the fact.

The NBL looked about for a borough willing to commit to a permanent carried out in New Zealand between 1972 and 1975. The result of that experiment (and the press release also fails to mention the interviews not going) was in reading ability and comprehension—at least according to a search carried out at the time.

The challenge was taken up by Bradford by William Davies, chief librarian, and Norman Rice, chief schools officer. Two primary middle schools are to be selected, one in the city centre, the other a postwar estate, and in each one school will be flooded with books while the other, its "control", receives only the usual supply.

The project is to be funded by the British National Bibliography Research Fund Committee, who have agreed to pay for the appointment of a research assistant. The research will be monitored by Professor Ruth Haug of Bradford University postgraduate school of studies in research in education.

With such a concentration of interest, expertise and money, it is not surprising that the children fail to turn up trumps to the project.

Angels

Next week

Tyndale Report 4 page pull-out. Patricia Goldacre on assessment and observation centres; Bernard Davies on homeless youth. Recollections: Jon Stallworthy on his first attempt at writing poetry. Patrick Curran on Hans Werner Henze's new opera; Robert Macdonald reviews the National Festival of Music for Youth. Books: Bernice Martin on sociology; Nicolas Walter on scholasticism.

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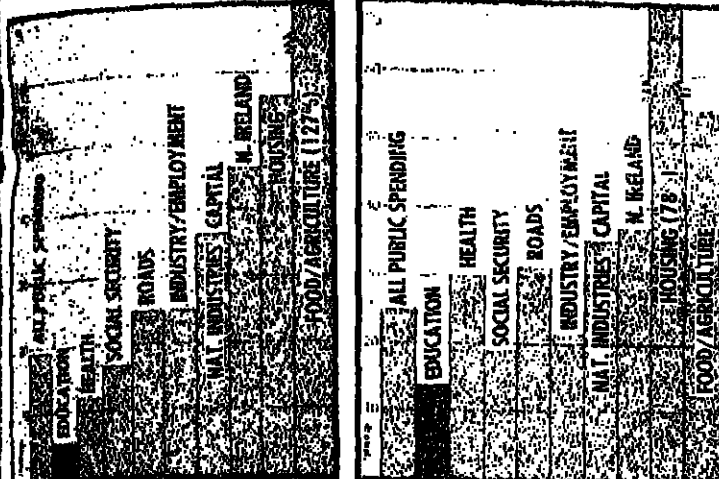


Figure 1: growth in volume 1971-76

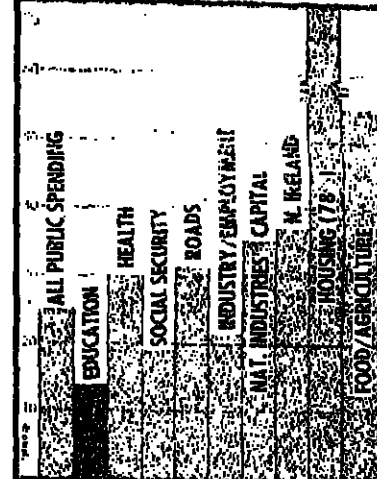


Figure 2: growth in volume 1971-76, discounted for relative price effect 1971-76

How education missed the boom—and now faces the cuts

As the Cabinet grind their way to a decision on public spending cuts, education is expected to be one of the sectors to be hit. The size and impact of any further cuts on education remain the dominating anxiety among teachers and local education authorities.

Within the educational field most of the recent cuts would do to the education budget. The education budget rose by 25 per cent in 1975-76, the education budget rose by 25 per cent in 1975-76, the education budget rose by 25 per cent in 1975-76.

But as figure 1 shows, spending by other departments rocketed. Many forms of transfer payments rose sharply—social and housing subsidies and food benefits—and there was a corresponding fall in no more than moving cash from one private pocket to another by means of the tax system. But the tax yield has not covered the expenditure and therefore the transfer payments have like other forms of spending been pushed up the amount of total public spending which has to be met by borrowing.

Housing subsidies nearly doubled over the three year period, and pushed the housing budget up by more than 50 per cent. Food subsidies, introduced by the Labour Government, coupled with contributions to the EEC Common Agricultural Policy, swelled the otherwise tiny agriculture budget. And spending in Northern Ireland, not including the cost of keeping troops there, increased substantially. It should be mentioned that education in Northern Ireland did particularly well, rising from £130m in 1972-73 to £192m in 1975-76.

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Mr Harvey Hinds must go

Mr Robin Auld, QC, has done everything which he could be expected to do. Not just the Inner London Education Authority but the whole of the education service is in his debt. Having presided over the William Tyndale inquiry with patience, courtesy and penetration, he has now written a shrewd, lucid and fair-minded report. He has weighed up the millions of words of evidence and advocacy put before the inquiry by witnesses and lawyers, and set down in a straightforward manner his own record of the tangled events.

In the process he has had some hard things to say about Mr Terry Ellis, the head of William Tyndale Junior School, and Mr Brian Haddock, a member of the staff; about Mrs Dolly Walker, the part-time teacher who played an important part in bringing the school's difficulties to light; about various members of the managing body who formed a dissident sub-group and used unorthodox means to engage the ILEA's attention; about Mr Donald Rice, the ILEA district inspector in Islington, within whose bailiwick William Tyndale was located; and Mr Harvey Hinds, chairman of the ILEA schools subcommittee, who was the principal elected representative to bear responsibility for the school's affairs.

It now remains for the authority to take action, where appropriate, in the light of the Auld report. At Wednesday's special meeting of the school's subcommittee it was decided to institute disciplinary proceedings against Mr Ellis and Mr Haddock on what amount to charges of professional dereliction, and against other members of the staff on lesser charges.

The issues will now be argued out once again within the ILEA disciplinary tribunal and those concerned will have the chance to contest Mr Auld's assessment of their conduct. It is possible that disciplinary action will also extend to the inspectorate and officials.

And this is a correct response to a painful and deplorable episode. It is not a question of finding scapegoats but of accepting that which happened at William Tyndale did not happen by accident. Mr Auld does not hesitate to indicate those he thinks were at fault. Part of the process of picking up the pieces and trying to prevent a recurrence of what happened at this school is to pin blame where it belongs.

This must make the position of Mr Harvey Hinds untenable and he should resign without delay. There is no suggestion that he acted wickedly or with malice; simply that he was the responsible political leader in the ILEA whose errors of judgment and sins of omission helped to turn the troubles of Tyndale into a major disaster. For Mr Hinds now to argue with the referee—a referee appointed by his own committee to examine all the evidence—is quite intolerable and can only do his reputation more harm.

The Tyndale story is one of managerial failure in the widest sense. The school managers failed to act collectively in time to alert the authority. The inspectorate failed to respond to the danger signals and complaints. With or without political prompting, they were too sensitive to the susceptibilities of the teachers to carry out the necessary inspection while there was still time.

Mrs Walker's campaigning methods, and the backstairs approach used by the dissident managers to draw attention to their complaints, were, in material part, a response to the general belief that the normal channels would lead nowhere. Mr Auld is no doubt right to chide those who neglected to use the approved procedure, but it is doubtful if the full facts would ever have come to light if they had played it by the book. The ILEA machine had no difficulty in absorbing and neutralising the sharp complaints of the headmistress of the infants' school who acted with complete propriety but to no effect.

The responsibility for the state of affairs rests



"No thanks, I'll wait for the film."

squarely on the top political leadership of the ILEA—Sir Ashley Bramall and Mr Harvey Hinds. And Mr Hinds, in particular, emerges from the inquiry severely discredited. Not only do paragraphs 885 to 895 spell out in detail how he combined equivocation with lack of judgment. They also show how his political sense failed him and how he totally misjudged the background to the disaster. Moreover, by his disastrous performance as a witness at the inquiry he must have cast a permanent doubt on his claim to preside over a major ILEA committee.

Happily Mr Auld refused to accept the negative and pusillanimous notion of the powers and responsibilities of local education authorities in respect of the conduct of schools under their control which Mr Hinds advanced. But simply by giving expression to this doctrine of impotence and abdication Mr Hinds had gone a long way to explain what went wrong at the top, and in so doing signalled the need for new leadership in the difficult period ahead when London must seek to define responsibilities more clearly and, in particular, clarify and strengthen the remit of the inspectorate.

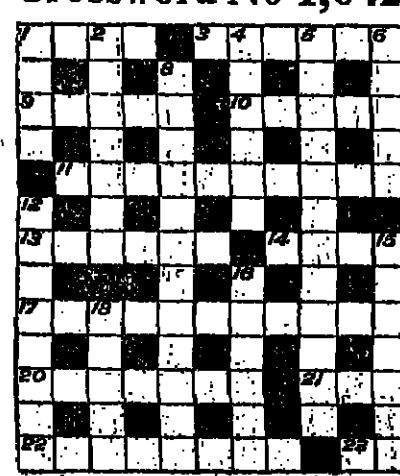
If the ILEA were to act against teachers and officers while the chairman of the schools subcommittee remained unscathed, London would have another scandal on its hands which would dwarf the Tyndale affair. If there is any integrity left in local politics, this must not be allowed to happen. Nor can it be imagined that the authority's employees, teachers or otherwise, could accept such blatant unfairness.

As to the wider consequences of what happened at this rundown primary school in North London, nobody should underestimate the damage this must do to the narrow doctrine of the teacher-controlled curriculum. It must renew all the doubts outside professional educational circles about proposals for examination reform at the secondary stage which elevate teacher control into an article of faith. It is quite possible to imagine a parallel to the Tyndale debacle at the secondary level in which arrangements for a set of Mode 3 examinations became the central cause of dispute. After Tyndale the public will be looking for reassurance. It will be up to the Secretary of State to provide it in his response to the Schools Council's 16-plus proposals.

No comment

Michael is a helpful and pleasant pupil, who works when needed—from an Ayr comprehensive school pupils' report.

Crossword No 1,042



Across

1. Slight a rise (4).
2. Get an amiable grip (4, 4).
3. Curried crab that has motorised (7).
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What price increments?

One of the issues which came up at the Conference of Local Education Authorities meeting in Manchester last week concerned the payment of increments to teachers on the scales, over and above the amounts due generally under the 25 per cent arrangement, and later under the second phase of the Government's pay policy.

One speaker after another got up to complain about the original assumption, emanating from the Department of Education and Science that the cost of increments was virtually self-balancing. A year ago the DES confidently claimed that because people entered at the bottom of the scales and left at the top the normal processes of recruitment and retirement ensured that at any given time as much was being saved on the roundabouts as was being spent on the swings.

Now, as the report on page 6 confirms, it is plain that this is far from being the case and some local authorities have in budget to the extent of additional £1.5m or so on their salary bills to meet

the additional cost of increments. The local authorities are understandably put out by this. No one seems to dispute that the DES simply got it wrong: they used the evidence of past years without adequately discounting the effect of changes in wage rates and recruitment patterns.

The result has invalidated Mr Fred Mulley's confident assertions of how many teachers the rate support grant provides for. Here, pinpointed once again, is the evidence that a more flexible and more realistic approach to the DES is needed, not a cut—something which, until now, Mr Mulley has been loath to admit.

It was clear from the tone of the discussion at LEA that many local authorities think that Mr Mulley has been less than candid with them, putting them on the spot while leading the teachers to believe L.E.A.s are short-changing them. It is certainly unlikely that arguments about incremental costs will head off direct action by the teachers who L.E.A.s seek to reduce staffing ratios.

New hope for the jobless

The Government's plans to introduce a work experience programme for unemployed young people which amounts to giving them a temporary job paid at the rate of minimum allowances rather than the "rate for the job" as with the earlier job creation schemes, is a welcome sign of a more flexible approach to the difficulties of those coming out to the job market for the first time when unemployment is high. It will certainly allow more of them to be helped (page 6).

That such a scheme should be universally accepted is a sign to show that concern within the trade union movement for the future of the young has overridden anxiety to protect the jobs of older union members from the threat of cheap labour.

Even excluding school leavers, the latest unemployment figures were, however, depressingly high and are evidently swelled by substantial numbers of college leavers who have not yet been able to find jobs—among them newly trained teachers.

Many suggestions have been put forward for making use of these teachers. One of the most interesting is that they should be

Facing the cuts

Continued from page 1

These figures and those given by Mr Hesley do not give an altogether accurate picture, however. Though they are all at constant prices (and ignore the general level of inflation), they are all in volume terms. This is to say they measure changes in the amount of goods and services bought by each department.

But this takes no account of the fact that the price of goods and services may rise faster in one sector than another. In education the best example of all was the 1974-75 pay rise and later. But the award which resulted in a quite unprecedented rise in the cost of teachers.

When these changes in relative prices are taken into account, it is clear that the public sector has been able to buy its 6 per cent more goods and services, education had to spend 14 per cent more. Even so education still emerges as having had the roughest time of all major departments, apart from defence.

Health, which also had to stump up big pay rises, suffered almost as badly from the relative price effect. But it was heading once again which ran away with the money. Over the three years, the education budget increased by £867m in cost terms, compared with £1,335m in the case of housing. Education, then, has enjoyed less growth than most other services during the runaway 20 per cent

Two plus two equals success

Roger Webster, a member of the James Committee which met again recently, explains their belief in consecutive teacher training

As the old boys' reunion of the James Committee has inevitably raised ghosts from the past, it is perhaps worth remembering that the Secretary of State initiated an inquiry into teacher training in 1970 because of a vague but widespread discontent with the quality of teacher education.

To those of us in the training business, this was as puzzling as it was painful. After all, during the 1960s, colleges of education had been transformed. They had increased enormously in size, their government had been liberalized, the certificate course had been lengthened from two to three years and the BEd degree introduced.

Why then the discontent? I now believe that the fundamental reason was that the colleges, because of their growth in the 1960s, had betrayed their tradition of concurrent training. When the colleges were small, all the evidence that was gathered was exclusively as teacher trainers. This may have resulted in some pretty unsophisticated material being presented in education and other courses, but at least the needs of classroom

practitioners were taken into account, and, consequently, more than merely taking courses in parallel. As the colleges expanded, their academic structures became increasingly like those of redbrick universities. Traditional subject departments were created, and specialists were appointed. The colleges were often in developing their subject rather than in teaching children. This was true even of education departments where differentiated, but useful, much was replaced by the disciplines of education. Both education and main subjects were, therefore, frequently taught without reference to the classroom, and professional courses were regarded as a trouble some extra.

The break with classroom reality was taken a stage further in the fourth year of the BEd which generally comprised a study of the disciplines of education, side by side with another subject, so that most students that year never set foot in a school.

Consequently, the quality of teacher education could only improve if the colleges, either created structures

and appointed staff that would make concurrency work, or abandoned it altogether. The implications of the first alternative can be seen in the recent restructuring of courses at Charlotte Mason College. A fully concurrent course in applied education for future primary teachers was designed, that did away with the traditional divisions between education, main and professional subjects. The college then had to establish a new staffing structure that meant all the staff resigning and applying for new posts.

Thoroughgoing concurrency of this kind is only possible in small monotechnic institutions, and hardly any of these exist any more. Most new BEd schemes, as Audrey Segal pointed out in a July 2 (page 2), are based on modular courses. For one or two years BEd students, although taking a specified number of units in education, study side by side with other students. The DfPE, where it is awarded, is a drop-out qualification or a credit transfer to another course.

It is doubtful that such schemes can ever be concurrent in an effective way. The education units are inevitably divorced from other course units, and within education, except in rare cases, practice is divorced from theory—made manifest in many colleges by the creation of separate education and professional studies departments.

A fully integrated concurrent course, which offers delayed choice and employs all the teaching resources of a diversified college, is impossible to achieve. As the number of teachers being trained is annually being reduced, so colleges, if they are to avoid redundancies,

must become increasingly diversified. Thus well designed concurrent courses are more needed now than they were in 1971.

A consecutive teacher training course makes possible the full integration of the theory and practice of teaching at the training stage. It is noteworthy that the most significant developments (for example, the STEP project) are in relation to postgraduate certificate of education courses, such courses the time-table can be arranged to meet the specific needs of the course, and both staff and students can concentrate their attention on the training process.

This does not imply the abandonment of the study of education in the pre-training stage. Education, a developing undergraduate study, universities, and could be so in higher education. But education at this stage is a study in its own right, with implications for a variety of professions, or no profession at all.

Dr Povey rightly referred to the problem of the discipline profession and to the fact that James BA(Ed), although demanding similar entrance requirements, does not achieve parity with other degrees. But does the BEd achieve much more? I recently heard of a secondary school headmaster who in making an official report, divided his staff into holders of certificates, BEds and graduates. This is, in my view, a widely held view. Since the certificate will disappear by 1971, in the James report, J. E. Porter and I suggested that "During the next few years of expansion in higher education, possibly accompanied by some contraction in the number of teachers, it is inevitable and desirable that the profession should recruit an increasing proportion of teachers who have received three years' higher education before their professional training."

Is not this the time for teachers and teacher trainers to join for a marked increase in the number of students taking three plus one or two plus two consecutive longer training courses? The BEd course, because universal by 1980s, the BEd will be able to do a unified teaching profession might then be achieved.

Letters to the Editor

The unacceptable face of Hertfordshire

Sir—Your headmaster correspondent who would like to use the present exigency as an opportunity to get rid of some of the less desired members of his teaching staff will be interested to know that this is already happening in that most benevolent of authorities, Hertfordshire.

After making large reductions in its establishment of temporary part-time teachers, the authority has now moved on to its permanent establishment. Three in secondary schools in Welwyn Garden City and Hatfield were given notice at half term that their contracts would be terminated.

The agreed conditions of tenure set out in detail the procedure to be followed: preliminary warning to the teacher; opportunity for hearing for him before a committee of the authority, accompanied by a friend; decision to dismiss to be made by the authority itself and not delegated to any local committee

or governing body or headteacher. None of these conditions was honoured. In two of the schools it was apparently arranged by the headteacher and local education officer in collusion, in the third the officials in the local office had wrongly assumed that the teacher was on a limited contract and was to be dismissed as a result of the operation of the "Potter's principle". Your correspondent blames the Government and the unions for making security of tenure into a kind of sacred cow. He has noticed that one major union at least has recently ceased worship at the altar of making sacrifices to the altar of making security of tenure into a kind of sacred cow.

This is, of course, what your correspondent is asking for. Your headline writer narrowed the issue to "incompetents", but the writer of the letter had not said this. He wanted to get rid of one in 20 teachers for a variety of different reasons. He refers specifically to those who by virtue of their security of tenure have "clogged up the machinery, reduced productivity and created unemployment".

ACE out of the troubled waters

Sir—Your article "ACE" in troubled waters as director and chairman resign" (July 2) ran the risk both of putting two unconnected events together and of speculating on history. After the meeting of the ACE council on July 5, when the matters referred to were actually discussed, it may be helpful to clarify the situation for your readers.

John Hipkin had, indeed, resigned as director and his post will be advertised in September. As your article later rather than more correctly stated, this was in no way connected with the resignation of Michael Young as chairman. He remains on the council; his place as chairman is taken by fellow council member, Eric Midwinter. Michael Young had planned his

budget and a perfectly valid and wholesome discussion about objectives suddenly takes on a different guise because the chief executive takes a personal decision to resign and one chairman makes my for another.

On behalf of the ACE council, we are happy to pledge our continued commitment to campaigning for the active involvement of parents to engage in a fruitful relationship with the nation's schools. MICHAEL YOUNG, President, ERIC MIDWINTER, Chairman, Advisory Centre for Education, 32 Trumpington Street, Cambridge.

More letters, pages 10, 11.

reaction was swift this week to publication of the Auld report on events at William Tyndale School, London. The report, produced by Mr Auld, QC, after a 14-week public inquiry, criticizes nearly all the parties connected with the breakdown of the junior school—the head and teachers, the managers, and the Inner London Education Authority itself.

Immediately, Dr Eric Brailmont, ILEA education officer, announced plans to take disciplinary action against the head, Mr Terry Ellis, and five of his staff who went on strike with him when inspectors moved in to the school last September. Meanwhile, five of the managers who were severely criticized in the report offered their resignations. They included the chairman, Mr Brian Tennant.

But Mr Harvey Hinds, chairman of the ILEA

After Tyndale

ILEA will carry the can

by Mark Jackson and Bert Lodge

The Inner London Education Authority has accepted the finding of the Auld Report that it has a duty to control the way its schools are run. Discussions are to begin quickly with teachers over the way it will in future exercise its responsibility for the curriculum and the conduct of the schools.

Mr Ashley Brannall, the authority's head, told a special meeting of the schools sub-committee which on Wednesday discussed the report that it contained "an important constitutional finding".

The authority, Mr Auld had said, could not divest itself of its statutory duty to run its school or of its power to do so. Mr Auld has drawn our attention to a provision in the articles of management which we had perhaps forgotten," said Sir Ashley.

The authority also accepted that it had the power to issue directions in much the same way as had the Secretary of State. "We have prided ourselves on the extent of our devolution to the schools," Sir Ashley said.

The sub-committee decided to four sub-committees as possible on the position as it now appeared to heads and to managers, and covering bodies, pending a fuller examination.

Told by Sir Ashley that its former duty, however, was "the welfare of the children at William Tyndale", the sub-committee decided to appoint a committee to examine the junior and infant schools into a single school under Miss Brenda Hart, the infant head.

Dr Eric Brailmont, the education officer, told them that it now appeared that section 13 notices should have to be issued because of the circumstances, but that with the leave of the Secretary of State they could operate procedures which would still enable the reorganization to take place by January 1977.

The committee received a resolution from the North London Teachers' Association demanding that no steps be taken over the future of the schools and their permanent staff until the Auld report had been fully considered in September.

The sub-committee instructed that disciplinary proceedings should be

schools subcommittee, who came in for criticism from Mr Auld for failing to stop the riot at William Tyndale School, survived two attempts to unseat him, one at a group meeting of Labour councillors and the other at a special meeting of the subcommittee.

The special meeting, on Wednesday, was called to consider Mr Auld's report and also a report from Dr Brailmont, the education officer, on what action to take.

It confirmed his report's call for disciplinary proceedings against the head and teachers, and his suggestion that they should amalgamate the Tyndale Junior and Infant schools under one head. Dr Brailmont was also asked to consider taking disciplinary action against any officers criticized in the report for inefficiency in the handling of William Tyndale School.

Mr Harvey Hinds, chairman of the ILEA, made a long and highly emotional speech to the Labour group meeting held last Sunday, rejecting the personal criticisms made in the Auld report of his role in the Tyndale disaster.

He claimed that Mr Auld, unfamiliar with the way things worked in education, had not understood that any blame that there was attached to the authority corporation, and that to himself as an individual. He suggested that he had been let down by the professionals on whom he was forced to depend for advice.

Mr Hinds got his vote of confidence—by 21 to seven. The minority included only two GLC councillors, one of whom was Arthur Wilson, an Islington member who has been closely associated with the protesting Tyndale parents. But there were more than a dozen abstentions.

There were angry criticisms of the teachers during the rest of the meeting, only two members voted against instituting disciplinary proceedings against them. These against the managers accepted an assurance that the body would be reconstituted when the school was reorganized and the managers criticized in the report would be dropped.

The meeting overruled the view of Dr Brailmont, embodied in his draft report to the sub-committee, that he should not take disciplinary action to deal with the officers criticized by Mr Auld. They insisted that he should be asked to consider the criticisms under the staff code.

4-page edited version of the report pages 23-26

The resolution demanding Mr Hinds's resignation came from Mrs Jenny Baker, deputy leader of the ILEA Conservative Opposition.

Only Mrs Baker and the other Tory committee member, Mr Robert Vigners, the ILEA opposition leader, voted for the motion. Mrs Ann Sofer, the sub-committee's secretary, gave the motion a vote of 10 to 10. The City of London representatives are Mr Fred Smith and Mr George Carter, one of Mr Auld's advisers during the hearings.

Immediately afterwards, Mrs Sofer announced that she was resigning on the spot from the sub-committee.

Mrs Baker said that the Auld report showed Mr Hinds had been removed from his officers and did not take action when it was needed. One report he had called for from his inspectors on Tyndale he did not even ask to see.

Another serious error, said Mrs Baker, was that he allowed a small group of managers to lead the school and to use the school as a tool for their own ends. He should have been in order for them to circulate a petition.

Mr Auld also criticized Mr Hinds

Chairman fights off bid to oust him

Mr Harvey Hinds, fighting for his political survival this week, demonstrated where the real power over London's education lies. Those inner London GLC councillors who rarely bother to attend ILEA Labour group special meetings turned out to back the man who is their chief whip.

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MACMILLAN EDUCATION



Teachers 'own worst enemies'

Hundreds of teachers will remain out of work next year because of rises paid to their colleagues who have jobs.

Some I.E.A.s have discovered that the annual increments to which teachers are entitled will cost them hundreds of thousands of pounds, instead of being self-financing as they were assured by the Government. Unless more money comes from the government, increments can only be met by employing fewer teachers, say the I.E.A.s.

The Government insisted that over education authorities as a whole, the system is self-financing. Indeed, it was only on that basis that the Government granted teachers their £6 increase under the pay policy, the condition being that the total increment bill did not come to more than 16 a head. The same rule applies for the £4 increase, the Government says.

The matter was raised at the Council of Local Education Authorities' conference at Manchester last week by Mr Philip Merriale, chairman of Hampshire education committee, when he said increments in the coming year would cost the county the equivalent of several hundred job places.

He estimated that in two years' time Hampshire would have paid well over £4m in increments. The position was similar in many other counties, he said.

Mr Eric Ackstone, deputy county education officer, Warwickshire, confirmed that the county's increment bill this year amounted to £480,000. For Dorset, Mr Peter Edwards, deputy county education officer, said the payment of increments next year would cost £575,000. This was the equivalent of nearly 140 teacher places. A spokesman for the Devon authority said their comparative figure was £860,000.

Authorities are embarrassed and angry at the position they find themselves in because they find it difficult to believe that the whole country's incremental payment system is normally self-financing, some provision in the event of this failing had been allowed in the rate support grant.

In theory, and certainly until very recently, the payment of increments has been no extra burden on authorities. As senior teachers retired or reached their maximum, the money released went to pay younger teachers just starting to climb up the scales.

But now the rhythm of this process has been disturbed by two prin-

To pay teachers their annual increments I.E.A.s are having to take on fewer new staff. Bert Lodge reports

cial factors. One is the effect of the Houghton award and the other the standstill imposed on the improvement of staffing ratios.

"Since Houghton we find teachers are not retiring but staying on to get the benefit of the higher salary," Mr Ackstone observed. He also blamed the falling rolls in primary schools, the cost of moving, even the pattern of family relocations. "There's much less movement within the profession now. We're going to have to pay the increments and it will certainly be at the expense of employing more teachers," he added.

The most marked disturbance to the self-balance of the incremental payment system comes from the drastically reduced recruitment of young teachers.

The Inner London Education Authority, which has always balanced its incremental payments, attributes this largely to its traditional high turn-over of staff. "Until recently it was up to 30 per cent a year," Mr K. Lovell, ILEA finance officer, pointed out. "There was a fashion for young teachers to start here then move out," he said. "This meant you were constantly replacing somebody a few points up the scale with somebody who started at the bottom."

I suspect that with the effect of Houghton, up-growth and general job insecurity we shall move over to the point where increments become a charge," he said.

Mr Merriale told CLEA delegates that the assumption that incremental payments were, on the whole, not a charge, was a "fantasy accepted world." This week he added: "Mr Healey perpetuated it in the Commons earlier this year when he said that increments could be paid under the pay policy because of the experience of the Treasury that such schemes were self-financing."

"That is not our experience," Mr Merriale said. "Of course the Government wants to believe it. It doesn't have to find any more cash, then. But it has put us in

the position of having to say to our teachers 'You can have your rise or you can have the jobs; but you can't have both.'"

Mr Tom Caulcott, secretary of the Association of Metropolitan Authorities, said there was not much doubt that increments were not self-financing. Yet it had not been possible to prove this over local government as a whole. He doubted there would be more money in the next rate support grant settlement to meet the expense of increments.

A spokesman for DES said that when forecasts of expenditure were being made in connection with the rate support grant settlement any variations in incremental payments were taken into account.

Certainly the advice from the Government that the payment of increments amounted to no additional cost was accepted by the management panel at this year's Burnham negotiations. And this resulted in the teachers getting their full £6 rise.

On the question of the payment of increments in addition to the £4 government income policy, Mr Carleton Hetherington, secretary of the Association of County Councils, told the CLEA conference last week that clarification on this was being sought from the Government by the Vice Advisory Board.

But a teacher representative on Burnham, Mr Peter Dawson, negotiating secretary of the National Association of Teachers in Further and Higher Education, said this week that it was the view of the teachers' panel that increments are going to be paid in September.

Heads of departments in large polytechnics who earn £8,500 or more will get their annual pay rise in spite of the Government's pay policy of limiting rises to those earning less.

The Burnham further education committee, which negotiates salaries in polytechnics and colleges, reached agreement this week on the payment of annual increments. The rises were withheld last year or only paid in part so that the £8,500 limit was not exceeded. This year's increments will now be paid in September.

Minor points of detail on teachers' pay will be discussed at the Burnham conference today. Temporary allowances and senior masters' and mistresses' allowances are on the agenda. "Authorities' choice" — CLEA conference report page 6



Ambleside First School percussion ensemble from Walton at Tamworth won the award for the junior class instrumental ensembles at the three-day National Festival of Music for Youth, sponsored by the TES, and organized and presented by the Association of Musical Instrument Industries, in Croydon last week. Robin Mowat reports on page 46.

Hello, hello, hello . . .

Bedfordshire police want to put unemployed teachers on the beat. Mr Anthony Armstrong, the chief constable, says he would like to recruit up to 60 immediately and thinks they should do well in the force.

Young, fit, well-educated recruits like them are just the people he is looking for. "The policeman has to lay down the law just as the teacher does in the classroom," Mr Armstrong said this week.

But not all teachers are suitable. "If they can't keep a class of teenagers under control, then they might have some difficulties when the

pubs turn out on a Saturday night. There are, the 3 to 5 per cent who are strongly politically motivated too that we would not want."

Mr Armstrong said he would have to bear in mind the reports of disorder in schools in the selection process. Normally, only one in four applicants was successful. Ex-teachers might find themselves specializing in work with juveniles, or as detectives and might get rapid promotion. However, they all had to start with two probationary years on the beat after their 10-week training. "That's one of the snags," said Mr Armstrong.

It seems to me that, broadly speaking, this explanation is proffered as an account of the alleged facts, and the alleged facts are, of course, little more than that. Thus, on the most extreme assumptions of the extent of progressive methods in 1966 and their expansion since then, it still remains logically possible for only a tiny fraction of young people in the labour force to be affected by them today. Even if one were willing to ignore the statistical defects of the Benbow study, his results could not possibly imply that a change of teaching styles has caused the decline that it is sometimes claimed to have done.

And what about the fall in standards, anyway? How much hard evidence is there? Bullock searched the field and came up with nothing. Moreover, there is the standing joke that in English, where standards are so hard to disagree in the first place, they are always seen with complete confidence to be falling.

On numeracy (much as I agree that an inquiry would be valuable) the evidence is anecdotal, and it applies both ways too. If we take the most pessimistic view of all the available data, it is still insufficient to justify the kinds of opinion that are now being put forward. Thus, the statistical evidence that the standards of the Willmott study (at least as last week), I could just about convince myself of a small decline in O-level criteria of assessment.

Government in jobs drive . . .

by Philip Venning

Mr Albert Booth, the Employment Secretary, is expected to announce a new package of measures for unemployed young people next week. This will include a work experience programme, an extension of training courses in skillcentres and an increase in the special recruitment subsidy.

The announcement was originally expected on Tuesday to coincide with the latest unemployment figures. These showed that the number of school leavers without a job rose to 209,037 by the middle of this month.

The principal new measure will be a job creation programme part two. The new drive will be to get young people work experience and perhaps some training in employers' establishments.

Under job creation part one this was prohibited if it enabled private firms to make money at the Government's expense. This will no longer be the case, though the

emphasis will be on giving the young work experience rather than jobs that could be done by an adult employee.

The biggest innovation is that the young will only be paid a training allowance—supplementary benefits with a little extra already paid to those who now go on training courses.

Privately officials admit that the main mistake of job creation part one was that the Government gave away to trade union pressure to pay "the rate for the job". This meant the £70m allocated only helped a comparatively small proportion of unemployed teenagers, even though the administrative costs of the programme were negligible.

Other measures likely to be announced include an increase in the special recruitment subsidy for employers taking on extra school leavers, and more training courses for young people at skillcentres.

Until now skillcentres were restricted to people over 19 who wanted to retrain. But the Training

Services Agency has been putting on a number of specialist short courses for young people, such as the Wider Opportunities Scheme. These are due to be expanded anyway.

The latest figures on jobless school leavers hide the fact that a good many young people have jobs or training places for September and are on the register for the third time. On the other hand the total only includes those summer leavers who were quick off the mark to get registered within the next fortnight or so. And to them must be added an estimated 150,000 older teenagers competing for the same sort of jobs.

Throughout the country the number of vacancies notified to careers offices (considered suitable for young people) has been declining. Last month it fell by nearly 2,000 over a third in Scotland. But there was a tiny hopeful sign: vacancies in Yorkshire and Humberside increased by 234.

...and more pilot schemes take off

The Government has given way to pressure to increase the number of places on its pilot schemes for the vocational preparation of young people from 1,000 to 6,000.

The new figure was announced on Wednesday in a joint statement by Mr Fred Mulley, the Education Secretary, Mr Albert Booth, the Employment Secretary, and Mr Bruce Millan, the Scottish Secretary.

The statement, the long-awaited official announcement of the scheme, is little more than a shortened version of the document prepared by the Department of Education and Science in March.

The number of schemes has been increased from 10 to 20, and the eventual number of places from 1,000 to 6,000. But it will be some time before all are in operation.

Some of the schemes are due to start in September, and though

their location has been fixed, Mr Gerry Fowler, the minister in charge of further education, is refusing to give any details.

But Mr Ken Cooper, head of the Training Services Agency, revealed that five industrial training boards, rubber and plastic, chemicals, and distributive boards, had been asked to organize pilots.

The cost, described as "a low number of millions", will be shared equally by the DES and TSA, though for administrative convenience it will be administered by the agency.

An originally planned, the courses will last 12 weeks, either full or part-time. Most will be limited to young people with jobs, and schools will not be involved. The planning and teaching of the courses will be undertaken by training officers and further education teachers.

Civil Service tops with graduates

In spite of a high demand for graduates by industry, the numbers entering manufacturing industry fell in 1975 while the numbers going into the Civil Service rose, according to the Central Services Unit of the university and polytechnic careers services.

Statistics published by the CSU this week show the numbers leaving universities for industry fell from 5,082 in 1974 to 5,119, a reduction from 12.4 to 12.1 per cent of university graduates to 10.1 per cent.

In contrast, the numbers going into the public service continued to increase—from 21.4 per cent of all graduates going into employment in 1973 to 22.9 per cent last year. The numbers entering accountancy continued to rise and nearly a quarter of graduates went into employment by firms of chartered accountants.

The proportion of polytechnic graduates going into industry fell "substantially" from 1974, and nearly a quarter of all graduates went into employment by firms of chartered accountants.

Because of the low level of graduate employment in 1971, when many firms cut back on recruitment, opportunities for graduates have actually increased in spite of the present high level of general unemployment. "This emphasizes the employment advantages of graduates over non-graduates have to be taken," the CSU says.

10-point plan for penal reform

The Home Office was criticized this week for saying that prisoners had a difficulty in getting literacy training and further education.

In a statement this week the National Association for the Care and Resettlement of Offenders said the Home Office's ignorance of the difficulties which prisoners face was "quite incredible". The association made the statement in response to a 10-point plan for penal reform which the association secretary, Mr Roy Jenkins, the Home Secretary, announced last year. A 10-point plan suggested that pris-

oners should have much easier access to local authority adult education courses and literacy training.

Similarly offenders must have access to industrial re-training units and any future facilities to provide special job creation schemes at times of high unemployment. The Government's response to the plan for penal reform was given to Nacro last week. In it the Home Office said "We had not heard of the difficulties about access to adult education facilities, literacy training or the other facilities that your programme mentions."

Guillotine halts Commons opposition to all-in Bill

by Alan Wood

The controversial Education Bill completed its passage through the Commons at midnight on Wednesday under the conditions laid down by a guillotine motion carried in the Commons the previous night.

The report stage of the Bill was taken on Wednesday, leaving about one and a half hours for the third reading debate. The Bill is now in the House of Lords and the main interest will focus on the extent to which the Lords revise this Bill which has provoked such passionate condemnation from the Opposition in the Commons.

This condemnation was restated by Mr Norman St John-Stevas, chief Tory spokesman on education, after Mr Fred Mulley, the Education Secretary, said that the Bill, which will compel local authorities to introduce comprehensive education, was long overdue.

The debate on the guillotine motion was unsatisfactory, as the Education Bill was linked with another controversial Government Bill on tied cottages.

Mr Mulley conceded that the Education Bill had been subjected to lengthy and strenuously contested passage. It had received the necessary majority of 41. It had 34 committee sittings, occupying 86 hours for a Bill of only 10 clauses. The time devoted to this Bill was more than was devoted to the whole of the 1944 Education Act which was 10 times its size and which was concluded in 14 sittings on the floor of the House.

Mr St John-Stevas said that a Bill which upset the system of education laid down by the 1944 Act and which had lasted for over 30 years, which destroyed the careful balance which had been created by every education Act since 1870 between central government and local authorities; and which made an unprecedented attack on the autonomy of the voluntary aided schools; which introduced new powers over organization, surely was a major Act of Parliament.

Whether one supported it or abhorred it, it was entitled to be carried thoroughly, painstakingly and care-

fully discussed, examined and assessed by the House. There was Labour inaction when he commented there was no evidence of patient filibustering against the Bill.

The Bill was not supported by most people. In a poll conducted by the TES in 1974 70 per cent of the teachers, whatever schools they were teaching in, wanted to keep selective schools.

Most teachers were Conservatives, he added, and Labour laughter, which they would never guess that by looking at the executive of the National Union of Teachers (renewed laughter).

When the Opposition launched a petition against the Bill, in just over two months they had collected over 500,000 signatures from every part of the country, a clear indication of its lack of support.

The Government's sense of proportion was shown by the fact that they brought forward the Bill at a time when there were many difficulties in education. Parents were increasingly anxious about standards and indications that all was not well given in the Bonnot report and the affair of William Tyndale.

There was a consensus about the Bill when nothing was being done to help the 209,000 school leavers going out into the world. The need for the guillotine had arisen from the incompetence of the Government's business managers.

Mr William van Straubenzee (Wokingham, C) said there had been an encouraging move in Conservative Party opinion on comprehensive. Far less attention than was appropriate had been given to a remarkable speech, widely circulated in Conservative Party circles, by Mr St John-Stevas on June 19. This speech called for ever the concept that Conservatives were continually lambasting all comprehensive schools.

Mr Christopher Price (Lewisham West, Lab) said that in his view the guillotine motion should have been introduced by the Opposition, stating that the Opposition intended to filibuster.

Teach in France for a term

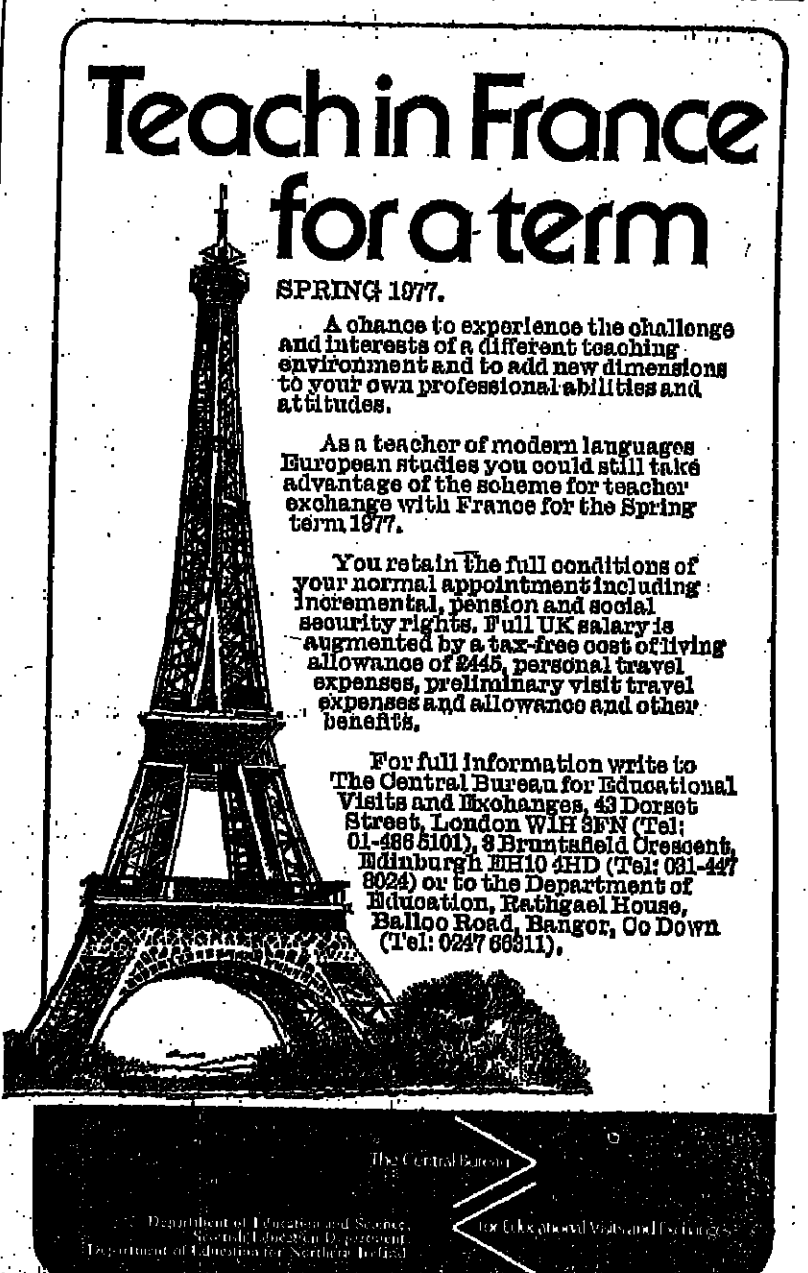
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Grants for science, loans for arts

by Bob Doe

Only science students should get grants and the Government's policy for 16 to 19-year-olds is a scandal, Lord Crowthier-Hunt, the former Higher Education Minister said in London last week.

Speaking at the launching of a new book compiled by the Standing Conference on School Science and Technology, Lord Crowthier-Hunt added his voice to recent criticisms of British industry.

"Our educational system is failing to produce the men and women to run and produce the technological society we have to live in," he said. "The proportion of arts to science students was increasing, and universities were filling empty places for science students with arts students."

Though A level entries had increased in the past 10 years by 46 per cent, entries for science subjects had gone up by only 8 per cent. This was compared with 27 per cent for arts subjects and 90 per cent for social sciences. The percentage of school leavers with two or more science A levels had fallen from 44 per cent to 32 per cent.

More financial incentives to attract students into science and technology were needed, said Mr Eric Varley, the Industry Minister who suggested recently. "Of course, it is too much to expect a Minister of Education to have anything to say on this subject," said Lord Crowthier-Hunt.

He was applauded by the assembled scientists, administrators and industrialists when he suggested grants for science students and loans for arts students.

"In West Germany and France industrial management is dominated by relevantly trained graduates—trained for a highly developed technological society in which engineers are the biggest and most important group."

Arts graduates played an insigni-

ficant role in management in these countries, unlike Britain where the qualifications of top managers was an Oxbridge arts degree topped up with a bit of management education. "The education system has failed to provide the ambitious, well educated generalists predominantly educated in science."

Only 20 per cent of British school leavers went on to day-release, compared with over 80 per cent in Sweden and Germany. Though the Department of Education and Science had made "a song and dance" about the priority they were giving pilot schemes in curriculum development for this group, "The Government's concept of priority is that the present 20 per cent might become 50 per cent by the 1980s. What a priority—more a scandal than a priority."

Welcoming the publication of the SCSST book *Hidden Factors in Technological Change*, Lord Crowthier-Hunt said he hoped it would change attitudes in schools. But he warned against too much emphasis on interdisciplinary study, subject of science and mathematics.

Provoked by Lord Crowthier-Hunt, Mr Geoffrey Holroyde, director of Lancaster Polytechnic, said education could not be expected to put everything right in our industrial society. "The hierarchical, class and status ridden education system in which the ablest are attracted to Oxbridge to read non-scientific degrees," and the complex system of taxation, finance and employment legislation that tied up so many in accountancy, and administration, had to be put right as well.

"As long as the highest salaries, incremental rises, complete security of tenure, OBEs and index linked pensions go to the public services such as teachers, academics and civil servants, that is where the brightest ones will go."

As long as the highest salaries, incremental rises, complete security of tenure, OBEs and index linked pensions go to the public services such as teachers, academics and civil servants, that is where the brightest ones will go.

Cancer in the lab—DES warning

Cancer risks in chemistry lessons and the dangers of substances known as "sensitizers" are two new topics in the latest edition of a DES booklet on safety in laboratories.

It lists carcinogenic substances that should never be used, kept or made in school laboratories and various also of the cancer dangers that lurk of normal laboratory shelves. A substance known as bis-chloromethyl ether can form spontaneously when the vapours of two common chemicals, hydrochloric acid and formaldehyde, mix. It is a powerful carcinogen when inhaled, even at low concentrations.

Even minute quantities of "sensitizers" can cause changes in the proteins that make up the body and make a person dangerously hypersensitive to that substance, or others like it, from then on. The booklet

describes a recent case of a school boy who became skin-sensitive to halogenated dimethylenes as a result of chemicals spilled in a Nuffield A level chemistry experiment.

Additions to the booklet cover laboratory hazards that have recently been in the news. The Nuffield experiment of heating lithium metal should be tried out first by teachers wearing goggles, it says. This follows reports that it was liable to explode, especially on cold wet days.

Serratia marcescens, a bacterium recommended for study in some microbiology texts, including early Nuffield books, should never be used, the DES says.

Safety in science laboratories. DES Safety Series No 2. HMSO 85p.

Nuclear power in heavy water

One way and another, the British nuclear power programme is stuck in the muck. The last week, Sir John Hill, chairman of the United Kingdom Atomic Energy Authority, let it be known that the authority has lost at least some of its earlier enthusiasm for the steam generating heavy water reactor, the machine on which the next phase of nuclear power in Britain was supposed to have depended.

Eighteen months ago the Department of Energy announced that at least six power stations based on this reactor would be ordered in the next decade, pending the final proof by demonstration that a full-scale fast reactor would work safely and economically.

At the time the decision seemed eccentric. Why embark, all over again, on the development of a new reactor type? Why not instead build something whose feasibility had been demonstrated on a substantial scale, even a pressurized water reactor power station of American design?

Those were the questions that naturally sprang to sceptical minds. They were never answered directly, but only by the recognition that something is better than nothing, or by the acknowledgment that if Britain were to have no practical concern with the technology of thermal reactors (as distinct from fast reactors) the decay ahead of the result could be a serious lack of flexibility in the second half of the 1980s.

What has happened now, it seems, is that the Atomic Energy Authority and the Department of Energy are edging away from the steam generating heavy water reactor. Once more, an American design is a possibility. So is the advanced gas cooled reactor, now through the prolonged teething troubles of the past decade.

In a sense, I suppose, it does not much matter what is eventually decided. It is still better to build something than nothing. But the repeated reconsideration of decisions already taken is not merely something of a joke but also a serious gamble on the future of the nuclear industry.

Ebb and flow

The proposition that anything is better than nothing may seem over-rash against the background of continuing anxiety about public expenditure. Why build nuclear power stations that will not yield electricity until the 1980s at a time like this? Why not, in any case, put the money into research on solar or tidal energy instead?

No place for physics in class

Biology, chemistry and physics should disappear from the school timetable, according to Derek Kelly, director of the Engineering Science Development Unit at the Education Department, Loughborough University.

In a new book on the implications of scientific and industrial development, published last week by the Standing Conference on Schools Science and Technology, Mr Kelly writes that these subjects "lack even the justification the traditional craft subjects possess, in that the latter do at least develop significant practical skills."

Whatever a pupil's career, they were more likely to be called upon to do like engineers, "solving practical problems" with limited resources at their disposal and a good deal of knowledge to guide them," than like scientists with "well-aided, controlled situations in which they can find unique answers to fairly clear problems."

They would find intuition and experience as important as knowledge. In spite of the efforts of the Schools Council and the Nuffield Foundation over the past 20 years, students were still "viewing their feet" against sciences because they were not relevant. They had academic, they had applied and less academic.

The book, called *Hidden Factors in Technological Change*, consists of more than 60 viewpoints, written mostly by academics. The editors are Edward Sepper, of the National Centre for School Techno-

Science diary

by John Maddox

The simple truth is that building thermal nuclear reactors is no longer a matter of research but of development. They are devices that could for certain contribute to the country's supply of energy a decade hence, and at a reasonable price.

The more thermal reactors there are at work in the 1980s, the less dependent we shall be on North Sea oil, and the less urgent will be the need to make decisions about the long-term future of the fast reactor programme. And staying in the business of building nuclear reactors is about the only way there is of retaining some benefit from the huge investment in nuclear power of the past 20 years.

Older still

Just how old is the universe? People have been arguing this question for at least 200 years. Now two physicists from the Lawrence Livermore Laboratory in California have been able to produce a new estimate of the age of the universe which has the interest of being based on a novel method and which has, at the same time, the interest of suggesting that the universe is older than had previously been thought. The new development is reported by J. C. Browne and B. L. Berman in the current issue of *Nature* (July 15).

It is a complicated argument which hinges on an attempt to discover when the elements of which the earth is made were themselves manufactured.

Since Hoyle's classic work on the subject, it has been widely accepted that the most likely source of the chemical elements about us must have been in massive exploding stars—supernova explosions as they are called. Moreover, enough is now known of what happens in supernova explosions for people to be able to calculate not just the proportions of the different elements they produce, but also how the different elements are made up of mixtures of different isotopes.

But some of these isotopes—those of uranium for example—disappear by radioactive decay being converted in the process into isotopes of other elements, and at known rates. So, by comparing the proportions of the various isotopes now found in the solar system with those that must have been produced in supernova explosions, it is possible to infer when the supernova explosions that produced the material in the solar system took place.

Cash shortage curbs research

The Social Science Research Council is having to reject worthwhile educational research proposals because of lack of money. This is a complete reversal of the position a few years ago when the education research board had more money than good projects to spend it on.

In the latest SSRC newsletter, the board says it is having to make hard decisions about priorities. It particularly regrets rejecting applications for programmes of research rather than individual projects. This is a style of research that the board wants to encourage and last year it spent more than half, of its £501,000 budget on such projects. They say this research programme is more suited to the form of research that is more useful for focusing the mind on a particular issue, and only then if we were prepared to discard or modify it.

Teachers were too wedded to knowledge. They owe it to their position and doubt would spell insecurity. The archaic exam system channelled human interests in ways that defied both common sense and adaptation to the changing world. Our education system has failed to break the Oxbridge spell; we are still churning out an elite of little humanistic scholars.

Hidden Factors in Technological Change, Edited by Edward Sepper and Philip Coggin. Pergamon Press, £5.50.

Working on this principle and using known rates of uranium and thorium isotopes, Hoyle and his colleagues were able to calculate 12,000 million years must have gone by since the first supernova explosions in our galaxy. This puts the age of the universe as a whole at 14,000 million years, allowing 2,000 million years for the formation of the galaxy as such.

The trouble with this earlier calculation is that uranium and thorium isotopes are thought to be formed in supernova explosions from lighter isotopes of different elements. This sequence of nuclear processes involves the virtually simultaneous absorption of a neutron and the loss of an electron. Since supernova explosions are thermonuclear explosions, there are plenty of neutrons to play with and the conversion of light to heavy elements is rapid but also hard to calculate with any accuracy.

This is where Browne and Berman break new ground. They have worked with isotopes of the elements osmium and rhodium, and in particular with the isotopes osmium-126, osmium-127 and rhodium-127. Osmium-127 is formed from osmium-126 simply by the addition of a neutron. The means that the ratio of the two isotopes in the fresh debris of a supernova explosion can be calculated quite accurately from data on the relative abundances of these isotopes measured in the laboratory.

With the passage of time, however, extra quantities of the heavier isotope are formed by the radioactive decay of rhodium-127, which has a radioactive half-life of 4,000 million years. In other words, the ratio of the two isotopes will change with time, in a kind of clock that can be used to determine when the material of which the solar system was made was originally produced.

Hitherto, the use of this clock has been hampered by the lack of accurate data on the properties of the osmium isotopes, and in particular about the likelihood that osmium-126 would be converted into osmium-127 during the course of a supernova explosion.

Berman here has been able to make an accurate measurement of this ratio in the laboratory and thus to infer what the proportions of the two isotopes should be in fresh debris from a supernova explosion. With the help of an assumption about the frequency of supernova explosions during the evolution of the galaxy—they were more frequent at the beginning—they are able to calculate the age of the galaxy at 17,000 million years and that of the universe as 19,000 million years. And this is the interest of being a true age that is deduced from the expansion of the universe.

This will be grist for the mills of the cosmologists, both those eager to know whether the expansion of the universe has been "abnormal" since it first began and those who are still unwilling to believe that it could all have begun with a gigantic "big bang".

Young voters may play key election role

from Mike Duckenfield

STOCKHOLM

Swedish enfranchised 18 to 20-year-olds, who will make up 10 per cent of the electorate, may play the decisive role in September's election, which promises to be one of the fiercest tests faced by the ruling Social Democrats since they came to power 44 years ago.

In the latest opinion polls, the Social Democrats and the small Communist Party, are trailing the three right-wing opposition groups by 7 per cent.

The prospect of a major upset has been greatly increased following the controversial tax cases involving film-maker Ingmar Bergman and children's author Astrid Lindgren this spring. Mr Bergman sued exile in America after being accused of tax evasion and Mrs Lindgren conducted a single-handed fight against the authorities when faced with a 102 per cent tax bill.

Having lost ground in the last election, the Social Democrats, who have steadily lost support in the years since Mr Olof Palme's leadership, have no leeway for further setbacks. In 1973 the socialists took 48.9 per cent of the vote, only 0.1 per cent more than the opposition group won in 1970. A stalemate which has determined the three years of a parliament are a short time to impose new ideas.

Three months before the last election the socialists, parties polled 45.5 per cent of opinion against the opposition's 52.5 per cent. In the final weeks the Social Democrats just scraped home. It is still possible that this year's wider gap could be closed, the voters, as in Italy, once again preferring "the devil they know".

Australia

Gay teachers plan fight against 'discrimination'

from John Kirkaldy

SYDNEY

Homosexual teachers in Australia are mounting a campaign against what they term discrimination and action in the country's education system. A gay teachers' group, formed in Melbourne a year ago, recently organised a seminar on "homosexuality and education", the first of its kind in Australia. More than 200 homosexual students, teachers, librarians and academics

for example, had her transferred to an all-boys school. A year ago, her husband who spied on her sexual activities. She then wrote letters to the district inspector exposing his homosexuality and the teacher was forced to resign. Another homosexual was put on permanent sick leave, while one teacher was transferred six times in a year because of his "appearance".

The gay teachers' group calls for homosexuality to be presented to students as a valid alternative to heterosexual activity. "We are making demands for freedom of speech, changes in curriculum and recognition of de facto homosexual relationships in postings."

Homosexuals claim that Australian education either ignores homosexuality or treats it as an aberration. For example, in the two most used books for sex education in secondary schools, one does not mention homosexuality at all and the other contains a warning that homosexual love "can never be complete".

Australia, with its aggressive masculine national stereotype and its frequent social segregation of the sexes, has always in the past been more than a little paranoid about homosexuality. Although there are indications that a slow change in attitudes is in progress, in the meantime, the first step in the programme has been to raise the issue on a regular basis, much of the old "poofish-bashing" mentality still remains.

Norway

Book publishing doubles in eight years

Slightly more than one book for every 1,000 Norwegians was published last year, almost twice as many as eight years ago, according to the Central Statistics Bureau's report on cultural activities. During the same period, book stocks have risen by one-

Last year, 3,610 new books and 633 new magazines were published, of which one-third were fiction, 19 per cent sociology and 14 per cent applied science. Only 64 per cent were originally written in Norwegian, 30 per cent being translations and the remaining 6 per cent appearing in a foreign language. Of the foreign books in translation,

Educationists welcome Carter's choice

from Michael Binyon

WASHINGTON

Mr Jimmy Carter's selection of Senator Walter Mondale as Vice-President, running mate has greatly pleased the education lobby in Washington and the two major teaching unions.

They note that Senator Mondale, a liberal from Minnesota, has consistently opposed any constitutional amendment outlawing busing and any limitations on education spending. He has voted, too, in support of student loans for all educational appropriations and for the new Comprehensive Education for All Handicapped Children Act.

In 1969 Senator Mondale was named to the Senate education subcommittee and he now chairs the subcommittee on children and youth. He is also a member of the subcommittee on the arts and humanities and of the National Science Foundation.

He has introduced Bills to assure equal opportunities for women and girls in vocational education, and has pushed for the establishment of lifelong learning programmes.

His nomination virtually assures that the Democrats' new National Education Association, the country's largest teacher union, will formally endorse Mr Carter for President—the first time the union has made a specific recommendation to its members.

Meanwhile, Dr Joseph Duffy, general secretary of the American Association of University Professors, has left his job temporarily to work full-time for the Carter campaign. Dr Duffy, a senior figure in the Democratic Party who has been responsible for drawing up the party's education policy, will direct the Washington issues office "until the election is over."

Republic of Ireland

Jobs shortage hits farms

from Our Correspondent

DUBLIN

The employment crisis facing school-leavers is forcing many into the countryside in search of agricultural places in agricultural colleges which will have the effect of excluding many farmers' children from the sort of training they need, according to Mr Sean Eustace, president of Macra na Feirme, the national young farmers' association.

Many of the school-leavers concerned are those who would otherwise have left school at 15-plus. The colleges offer courses which straddle second and third-level education.

Mr Eustace pointed out that while the colleges were often used as a stepping stone in the past, the students usually went on to work in the agricultural sector. It was a quit acceptable when the young farmer demand was still low.

More recently, however, the EEC's Common Agricultural Policy, together with a number of initiatives designed to promote cooperative farming and to ensure transfer of farms from parents to children at the best time, have brought new pressure to bear on farming education facilities. Mr Eustace said that prices for produce could not be expected to increase indefinitely. The critical factor in the future would be the educational standards and management ability of the farm operator.

The general level of farmer education in Ireland is still one of the lowest in Europe, and only about 14 per cent of new entrants to farming each year have attended an agricultural college.



Senator Mondale: liberal

possible for drawing up the party's education policy, will direct the Washington issues office "until the election is over."

One of the things Mr Carter is said to favour is a separate cabinet level post for the Secretary for Education, splitting up the vast and cumbersome department of Health, Education and Welfare.

But Mr Albert Shanker, the forceful leader of the American Federation of Teachers, remains sceptical about this promise. He says what is wanted now in education is money, not prestige, and in a recent column in *The New York Times* he said that severing education from the other interests of HEW might have a weakening effect on education, as a strong political and lobbying coalition had been established by leading figures in these fields. In a separate department education would "be forced to go it alone."

Those who are given leave to follow professional training courses of up to 500 hours will receive full pay for the first four weeks (150 hours) conditions and the amount of payment for successful weeks will be fixed by joint employer-worker committees. The Secretariat of State for Professional Training will pay part.

Council of Europe

Call for broader based cultural policy

Cultural policy should no longer be limited to the promotion of the arts, but embrace special activities for children, the isolated and minority groups, such as migrant workers, according to a resolution agreed by the first-ever meeting of European ministers responsible for cultural affairs.

Organized by the Council of Europe, the three-day meeting in Oslo last month, attended by Lord Donaldson, Britain's Minister for the Arts, also agreed to examine ways of allowing artists and others involved in the arts to undergo part of their training in a foreign country.

The ministers called for a thorough study of the economic situation of artists, recommending higher pay, improved welfare benefits, tax relief and more grants schemes.

An art dissemination scheme to offer towns and institutions in various countries "a choice of artistic performances for exhibitions from all over Europe is also to be considered."

Employers and unions sign adult training agreement

from William Farr

PARIS

The two employers' federations and four of the six trade union groups have signed a new agreement on lifelong professional training to help people to improve their qualifications and their earnings or to change jobs.

The agreement also includes the one signed six years ago which led to the July 1971 law defining workers' rights and employers' obligations as well as the State's responsibilities.

Since 1970 more than 10m people have followed courses of varying length. In 1975 employers and the State between them spent more than 10,000m francs (£1,000,000,000) on training courses. A 1976 poll showed that 89 per cent of workers were satisfied or very satisfied with the training they had received.

The most important provisions of the new agreement concern the right to long-term leave with pay which has existed since 1971 but has been almost impossible to get. From now on any worker will be granted leave to follow a full-time course for up to a year or a part-time course for up to 1,200 hours provided he has been working with his employer for at least two years and has only followed short courses for less than 80 hours in the previous six months or up to 160 hours in the previous year.

Those who are given leave to follow professional training courses of up to 500 hours will receive full pay for the first four weeks (150 hours) conditions and the amount of payment for successful weeks will be fixed by joint employer-worker committees. The Secretariat of State for Professional Training will pay part.

For courses of more than 500 hours workers will receive full pay for 200 hours (13 weeks) and middle-level management staff for 600 hours. Workers attending courses organized by their own employers will continue to receive pay and indemnities from them.

Anyone who loses his job because his firm is obliged to cut staff for economic reasons or because of structural changes will be able to take a training course during the period of notice given to him and will receive his normal pay. If the course he chooses lasts longer than the period of notice he will receive indemnity equal to his pay for up to a year.

The two largest groups of unions, the Confédération Générale du Travail (led by the Communists) and the Confédération Française du Travail (led by the Socialists) did not sign the agreement, although their members are covered by its benefits. These unions argue that works committees should be able to veto employers' training plans and that it should be possible for larger numbers of workers to take long periods of leave with pay at any given period.

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TE-4

LETTERS

Who decides what is unfavourable?

Sir—Your two reporters (June 25) who dealt with the Tory action in removing the sections on communism and humanism in the teachers' handbook which accompanies the new Birmingham RE syllabus, did not have their ears very close to the ground. "Main opposition is likely to come not from the teachers... but from the religious groups who helped to prepare the handbook."

Representatives of the teachers' organizations squelched those of the Tories in a number of the statutory conference. There was keen interest from these organizations in the new syllabus and there have, in fact, been official protests which were mentioned to at least one of the reporters. The Birmingham branch of the National Union of Teachers complained officially and, significantly, did the Association of Head Teachers a body which is not prone to much resolution making. The president of the latter, Mr P. Thomsett, drew attention to the fact that the Tory action had implications for the control of the curriculum which went far beyond the issue of religious education.

Statements on the reasons for removing the offending courses are extraordinarily conflicting. Communism and humanism may still be taught under the syllabus (which has a section on minor courses in stances for living which share many of the dimensions of religion while the curriculum where the Tories admit it has its place.

No reasons are given for the exclusion of the humanist course, except the general one that "we object in principle to the inclusion of anti-religious and non-religious". Elsewhere it was stated that "we have done it to safeguard the wishes of thousands of ordinary Birmingham parents". How these are to be safeguarded in the long run except by dictation of the curriculum is not clear.

Objections by teachers and church leaders are also to what is tantamount to an attack on the judg-

ment and probity of the statutory conference which twice backed the inclusion of these courses in the handbook.

The Birmingham Labour group could well have done without the crypto-Communist label hung round their necks by the Tories when the row first broke before the February, 1974, general election. There was no possible way in which they could have influenced the work of the statutory conference to the extent of writing and inserting a course on communism—and it would have been quite easy for them to have insisted on its removal at so politically delicate a time. However, they stood firmly by the principle that both syllabus and handbook were the work of a highly responsible, committed and expert body and should be accepted as such.

The Birmingham syllabus has been a valuable catalyst and the two recent reports on RE show that the Birmingham Tories are unlikely to be able to put the clock back with this almost medieval edit.

MOIRA SYMONS,
Birmingham Education Committee

Double systems and standards

Sir—Having taught for many years in state secondary schools—I have followed the independent/state school argument with great interest.

I have no wish to destroy schools with high standards however maintained, nor do I wish to deny those not involved in the state system the right to pay for alternatives. I am, however, strongly opposed to two standards of care in education and to people earning from one system to pay for another. Doubtless I appear extremist to propose that those who pay for private education for their children be disqualified from working in the state sector but there are strong reasons for suggesting this.

First, however hard working and conscientious these teachers may be they have a vested interest in believing the state system can never compete with the private. I, too, believe that the attitudes of one's peers affect expectations and aspirations. (Where I have taught in the south there has been a fairly high percentage of teachers opting for private education for their children. Many women work solely in education.)

Second, and more important, these teachers remove from the state sector a powerful force of criticism

needed to improve the standards of state education. The negative denigration seen in the published correspondence should really be directed towards campaigning for positive improvements in the state system and would be of little use if people in influential positions could not quietly opt out.

Comparing the two systems is fatuous while state school children "whose parents are taking no care at all" (Patrick Hutton) are taught in double private school size classes. The state comprehensive can never be free of problems while it is fed by a primary system that cannot compete with the independent sector. How many of the state school teachers who are private school fee payers are campaigning for the first essential improvement in state school education—small infant classes where early learning of basic skills is established and no child neglected? It is a dream within reach. At present there are over 200 applicants for some infant posts and teachers who have proved their ability to teach young children to read and write are out of work.

And as I look dejectedly at my increased workload for next year I wonder how many responsible for the cuts in education—government downwards—depend on state education for their own children. Perhaps someone could start on this interesting piece of research.

MADELINE MUNRO,
10 Silkham Road,
Oxford, Surrey.

In defence of Widnes

Sir—I wish to correct some errors in Frances Staden's article "In a dump like Widnes..." (July 2) in so far as they concern the school which I serve as headmaster.

The opening paragraph is untrue. The school was not in an uproar and birds had not been let out of the aviary. The eight-year-old was not covering. The only noise in the school was that of more than 300 young and active children returning to their classrooms after recreation. I told Miss Staden of a recent act of vandalism when a large window was smashed and five exotic birds stolen from the aviary. The boy with blood on his face had cut his lip and this was bleeding profusely. He was attended to and taken home in a teacher's car.

True, I spoke disparagingly of social workers and educational advisers, but I assure you my lip did not curl when I put journalists on a rung higher than them. Some years ago we had some excellent welfare officers who worked diligently for underprivileged children with the full cooperation of schools. The new local authority did away with this excellent system and only now, after some pressure from schools, is a new one being introduced. I must assure you that I am not the only one who is cynical about the new scheme but none the less I hope that it will be successful for the sake of the children.

I have calculated all the necessary facts for the survey on vandalism and truancy. I was asked to submit them for a meeting. The date given for the meeting was two days previous to my receiving the request. As we have many children living in the Conningham Road area, the calculations required are arduous, but frankly, I do not believe that they will be of much use.

I regret that Miss Staden had a poor impression of the school, but our teachers give freely of their time for the good of the children. The vandalized aviary was built by them in their own time as also was our children's library. This has been wrecked and vandalized also. Both were paid for out of our own meagre resources.

As stated in the article, Miss Staden and her companion were given every opportunity to talk freely with the children. I am sorry to say that she and her companion walked out and passed my room without the courtesy of a word of farewell.

I will add that at our last inspection, an ultra progressive HMI summed up his opinions of the school by saying "This school is a good place for a child to be at."

E. HARDMAN,
Headmaster,
Ditton Hall St Michael's
RC Junior School,
Widnes.

Deschooled?

Sir—I note with a good deal of unease that the *Illustrated* magazine is to publish their teaching staff further like many other local education authorities.

After hearing and reading for many years theories about the "great training robbery" (presumably teacher training) and the benefits of deschooling society, I am encouraged by these ideas to express their appreciation to their new allies, the local education authorities, in realizing their theories. In the interests of progression of ideas, I would be interested to read some of their comments in your columns about the cuts.

GORDON W. MILLER,
Centre for Advanced Studies and Research,
London University Institute of Education.

Studying away from home

Sir—With reference to your article "Limit reached on what nation can afford" (July 2) I should like to make one or two points. First, Lord Alexander's suggestion of sending students to study locally is surely somewhat naive. Many students, especially those from socially deprived areas, would find it impossible to study at home because of the home background and parental attitudes. This action would also diminish still further the limited independence of the student, which hardly seems fair.

Whatever it is felt the nation can or cannot afford, there will always be a need for some to study in higher education, to be teachers, scientists, researchers, technologists—and politicians!

Or should these benefits accrue once again only to those who by dint of their birth can afford them?

CAROL A. ELLIS,
96 Barnwood Road, Gloucester.

Bargain offer

Sir—With reference to the proposal that the DES should cut expenditure, I offer the following observations.

Efficiency measures output not input. I believe expenditure could be cut without any impairment of education standards. For example, according to figures published by the DES the unit cost, excluding capital charges, of a student on a full-time course was £1,500 at a polytechnic and £715 in a further education college.

This would seem to indicate that, prima facie, there is considerable scope for switching students from polytechnics to further education colleges to reduce expenditure without impairing services.

D. W. ADAM SMITH,
South West London College.

Getting to know about the law

Sir—Aristides claims (June 18) that the scheme organized by the Young Solicitors Group to promote legal education in schools is "a comfortable kind of self-interested altruism". He implies that it is merely a public relations exercise to boost the image of the profession before the Royal Commission on the legal professions has time to start its investigations. This may be the aim of some solicitors: if it is, then I doubt whether their efforts will be in their own best interests, and surely teachers can be relied upon to counteract mere propaganda.

The YSG scheme is useful because it encourages solicitors to leave their offices and develop links with the community. They should be serving. Solicitors are, of course, trained to teach, and should not attempt to usurp the function of those who are. Nor are solicitors necessarily the only profession able to participate in legal education schemes.

What solicitors can do, though, is to give practical advice to school children and youth groups on how to avoid the pitfalls they will encounter as consumers, employees and tenants and, more importantly, how, when and where to obtain advice.

Any legal education scheme will fail if these participants do not try to discover what problems trouble young citizens and how they

set about solving their problems at the moment. Solicitors may discover the uncomfortable fact that large sections of the community do not regard them as an obvious source of legal expertise.

Apart from the services offered by other professions (such as accountants and bankers, social workers and perhaps teachers themselves), there are advisory services voluntary and otherwise, which overcome those obstacles traditionally associated with solicitors' expense and inaccessibility.

The Young Solicitors Group are not alone in promoting the legal education of young citizens. The Legal Action Group has published a useful catalogue of legal education materials produced by various groups including the YSG. The group is a prominent national group of lawyers, advisory workers and social workers and certainly does not campaign to preserve the status quo.

The Oxfordshire Legal Action Group, with the Young Solicitors Group and the local education authority, has launched its own legal education scheme and is already demonstrating how an initiative can exploit the talents of solicitors for the benefit of the community.

C. D. B. GOWERS,
1 Rowland Close, Wolverton, Oxford.



Language assistants unite

Sir—We, the foreign language assistants of Manchester would like to draw your attention to the following points.

As assistants at English schools, where we teach our own languages, we are just as hit by the education cuts as British teachers. In some areas foreign language assistant posts are cut by up to 50 per cent. In others, completely, which will mean that many children will never have the benefit of conversing freely with a native speaker of the country whose language they are learning.

Therefore, we collected nearly 200 signatures from Greater Manchester teachers alone protesting against cuts in the assistants' scheme. We hope that many more teachers and parents all over England will join this protest.

Whereas British teachers have got a 15 per cent rise in pay, we, the assistants, get nothing at all. In spite of rising costs we still have to manage on our monthly

£106 (tax-free) or £84 to £86 after tax deduction.

We got into contact with our local authorities concerning this matter, but with one exception, Liverpool, pay-rise of £14 monthly was refused. As we are not eligible for membership in the teachers' union and these unions have not been of much help to us, we had to set up our own organization.

Our main aims are to fight the cuts in education, to keep up our standard of living and to join the teachers' union. Those are the aims of the assistants' union. Those are the aims of the assistants' union. Those are the aims of the assistants' union.

BRIGITTE MILATZ,
Committee of the Foreign Language Assistants of Manchester,
125 Hart Road,
Barnfield,
Manchester 14.

40% 'cut-off' from 16-plus

Sir—In the debate over the common exam at 16 plus it has been generally accepted that the new exam will be taken by the top 60 per cent of the ability range. But what will happen to the remaining 40 per cent? As a teacher with experience in a comprehensive school I have found that most of our pupils, even at the very lowest end of the ability range, have been entered for at least one or two C.S.E. subjects.

If the cut-off point for entry is to be fairly rigidly applied under the new system, then I foresee many problems facing the teachers who will have to cope with the un-

fortunate 40 per cent. I would also foresee pressure from teachers, parents and pupils to create a new exam to cater for this very substantial minority of pupils. This would presumably give rise to exactly the same arguments which have led to the present proposal for a common exam.

I support an end to the divisive GCE/CSE dual system but I feel most strongly that the new common exam must spread its net widely to accommodate a greater proportion of pupils in our schools.

GRAHAM GEORGE,
16-Barnfield Road, Haver-

Are exam standards falling? Are papers more leniently marked? Replies to Alan Willmott's controversial research

Inquiry started off on the wrong foot

by Leslie Cohen

Complex issues are raised by any discussion of exam standards. To ask, for example, "in a given subject, is the quality of O level pass awarded in that subject in 1968?" is not a trivial question. Students and syllabuses vary from year to year, the format of the examination and the type of question asked may be different, and new examiners may be looking for different qualities in the work they assess.

The only direct approach is for examiners who are familiar with the standards of 1968 to scrutinize 1968 scripts. But because of all the uncertainties, there is only likely to be agreement among examiners that changes in grading standards have occurred if these changes are very substantial.

The approach followed by the NFER in most of its studies in the past is indirect. Instead of looking at the actual work of candidates on a so-called subjective aptitude test are compared. The test scores are then divided into two halves of which one half is used to measure verbal reasoning skills and the other half numerical reasoning skills.

The method which has been used to analyse the data is the regression method, and the results which it is used to produce are illustrated in the following way. Suppose we have two representative groups of candidates, both studying the same subject but taking different exams. We manage aptitude test scores of one group is the same as that of the other group. The difference between their average exam grades in the different exams should also be the same. If the average exam grades for the two groups are different, this is ascribed to a difference in the grading of exam papers. The regression method is defined as a procedure for comparing the exam grades of two groups whose average aptitude test scores are different.

The regression method is not applicable in a situation where two candidates with a given aptitude score who have been selected to take a particular examination in a subject are better than candidates with the same aptitude test score, who were selected for a different examination in the same subject. If regression is used to compare the exam grades in the standards of grading, provided it is possible to select a selection process of this kind.

There are a number of situations where the effects of selection are present. An example is the comparison between CSE grade one and O level pass. The regression method applied to a number of subjects in 1968 leads to the interpretation that it was more difficult to get a CSE grade one than an O level pass.

However, most teachers would agree that in general O level candidates are selected on the basis of a more rigorous examination than CSE. It is more than likely that, for a given aptitude score, those candidates who have been selected for O level in a given subject will have a higher subject attainment than those who have been selected to take CSE.

The assumptions of the regression method therefore do not hold in this example. To the report on O level standards. It appears that very few O level test scores were higher than CSE exam grades in 1968 but that the regression method on the basis of the data has produced the conclusion that the standards have declined. But this is not true since the samples used were not representative and the test used was inappropriate for the work with the whole ability range.

However, the point I wish

to emphasize is that the pattern of O level entry changed substantially, and a number of alternative explanations of the data would be possible.

There is no way of establishing from the data about aptitude test scores and exam grades alone whether or not the changes in entry which have taken place make any application of the regression method invalid. In order to determine this, other evidence is essential, and this evidence can only come from a direct investigation of the subject skills of the students or from a comparison of exam scripts. But that would be precisely the type of study which the regression method was intended to replace.

In order to establish whether the assumptions of the regression method hold or not, other procedures must be used which measure the aptitude test approach irrelevant. (It does incidentally seem to me that much of the NFER work on examination comparability relies too heavily on playing with numbers. It is surprising that conclusions with significant implications for the educational system have been reached solely on the basis of a disputed statistical procedure, should be accepted without any attempt being made to verify the conclusions by other means.)

There are a number of psychological reasons why the regression method is unreliable. The regression method would then apparently lead to the conclusion that the standards in English grade the work of girls more leniently than they do that of boys. This is of course nonsense since examiners are concerned (one would hope) with quality of work and not with the sex of the candidates.

In an attempt to avoid this difficulty the NFER comparability studies deal with boys and girls separately. But Dr Willmott, is quoted in the TES (July 9) as saying: "In both sections, the standard for girls appears to have fallen rather more than it has for boys."

Confusion reigns supreme. We are supposed to be discussing the standards of grading of the examination scripts of the candidates, and it is agreed that the sex of candidates is irrelevant. There is no way in which the sentence can make sense. In my view this is by no means a minor difficulty but is illustrative of the basic weakness of the method.

When the aptitude test was first used in the early 1960s for monitoring studies, its role was seen as a monitoring device. The reference test procedure, using a light sampling can be regarded as an inexpensive screening process the object of which is to show whether, and if so where, there is a need for more elaborate procedures. No more can be claimed for it, but that is enough." (Schools Council Working Paper No 6, The 1965 CSE Monitoring Experiment).

In place of that limited role, the aptitude test is being used as an all-embracing procedure capable of providing in one fell swoop answers to most, if not all, of the questions concerning examination comparability. Given the complexity of the problems involved in measuring standards, if this were possible, instead a many-pronged approach is certainly necessary.

At the same time it would be unrealistic to imagine that very precise answers could be obtained. It would be a pity to devote too many resources to these issues instead of tackling the more important educational tasks of achieving greater clarity on what skills we wish students to acquire in each subject, and of assessing whether or not these skills have been acquired.

Leslie Cohen is senior mathematics lecturer at Southampton University.

Question marks over IQ rating

Sir—Surely the discussion initiated by Dr Humphrey's disclosure of the findings of Dr Willmott's NFER report is concerned with a possible decline in the standards used to assess GCE and CSE candidates only indirectly, if at all. What the report, as summarized on your front page, discloses is that if GCE and CSE grades are predicted, entirely on the basis of an IQ test, the grades actually obtained are better, as compared with this prediction, in 1973 than in 1968.

This result need not be surprising, in view of attempts made by examining bodies over the past decade to improve examining techniques and to examine what they should, in fact, be examining. It should not cause surprise, moreover, if it is set against a group of types of intellectual ability which date back at least to 1962.

In that year, Getzels and Jackson distinguished between two sorts of clever students: those who have often been described as convergers, who score highly in IQ tests, and those who have been described as divergers, who score less highly in IQ tests, but who obtain higher scores in tests designed to measure intellectual relativity. Such students, Getzels and Jackson found, were liable to achieve a standard in academic work which disconcerted their teachers, who were aware of their relatively low IQ.

There is, consequently, a fourth choice for the three interpretations of Dr Willmott's figures which have been suggested by Sir Alex Smith. This is that the examining boards have been successful, between 1968 and 1973, in introducing into their exams a greater element of assessment of those intellectual qualities which are not measured by IQ tests. This alternative is, of course, highly speculative as each of the other three.

P. L. DEGEN,
Paddington College, London.

A false set of...

Sir—The findings of Dr Willmott on the failure of the expected correlation between IQ and CSE/CSE grades over time and their profound implications for educational standards, urgently call for early attempts at replication. We feel it right, therefore, to make public our own preliminary findings.

Our initial concern has been to identify all the possible correlations between intelligence and other human characteristics, and we have been able to confirm the well known British Army finding (of 1942) that IQ is most strongly related to book tests. The more teeth missing, the lower the IQ.

We have thus investigated the correlation between the rate of extraction of permanent teeth by the school dental service and the award of grades in GCE and CSE. In 1968, 281,683 permanent teeth were extracted. In 1973 the figure was 308,709, an increase of 9.5 per cent. This would lead us to expect (on the method established by Dr Willmott) a deterioration in subject mean grade in, for example, the CSE sector of 0.21 (as against Dr Willmott's 0.18). This compares with the actual change of 0.05, implying that the CSE board was 0.15 grades more lenient in 1973.

On the other hand, it may be argued that the absolute number of extractions is less meaningful than the extraction quotient (EQ) which is the number of extractions as a proportion of the number of teeth inspected. The change in EQ between 1968 and 1973 was a decline from 6.6 per cent to 6.0 per cent. Fewer teeth were extracted per inspection. This would lead us to expect an opposite effect to that described above. The improvement in the subject mean grade would be in the subject mean grade would be expected to be 0.20, compared with the actual deterioration of 0.05, and implying that the CSE board was 0.25 grades more severe.

It is clear from this that the standards of the board are either rising or falling, and a further research project will be needed before definite recommendations can be made to the school dental service to extract more or fewer teeth.

TYRELL RUCKESS
TONY THURVERS
Centre for Creative Statistics.



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People



Mr Geoff Edge.

Mr Geoff Edge, MP for Aldridge-Brownhills, is to be Parliamentary Private Secretary to Mr Gerry Fowler, the Minister for Higher Education.

Professor Royston M. Goode, Crowther Professor of Credit and Commercial Law, Queen Mary's College, London University, is to be chairman of the advertising advisory committee of the IBA.

Dr Anthony Keppy, vice-chancellor of Surrey University, will be the next chairman of the Engineering Materials Requirements Board.

Schools

Mrs Nancy Slack, deputy head of Millfields School, Hackney, East London, to be head of Southwold Junior School, Hackney.

Colleges

Mr M. E. Rosner, acting principal of Twickenham College of Technology, to be principal.

Universities

Mr Brian Griffiths, a lecturer in economics at the London School of Economics, London University, to be chair of international banking at the City University.

Dr Colin Mortimer, of Keele University, to a personal chair in inorganic chemistry at the university.

In brief

Soya savings

Schools in Avon are to use textured soya protein as a meat substitute in meals. This will save the county £35,000 a year.

Aston students dive

Students from Aston University are again to join in the salvage attempt of the Mary Rose, one of Henry VIII's flagships which sank in the Solent in 1545. Divers from the university worked on the ship last year, and this year their task is a complete excavation of the stern.

... and run up mountains

Meanwhile, two other students from Aston, Andy Levisley and Richard Boleyn, will be taking part in the first ever mountain marathon in the Swiss Alps. They will cover a 30-mile course in two days, climbing about 8,000 feet on the way.

More for training

Courses to train engineering graduates for careers in manufacturing industries are to get substantial grants from the Department of Industry. The intensive one-year courses at Cambridge and Lancaster universities will be able to take on more staff and students.

Park guide

A 20-page "I spy" type booklet has been produced for children visiting the Peak National Park. Discover the Peak National Park is produced by the park's school service, costs 5p, and is mainly aimed at middle school children.

Lord Mansfield at Kenwood

London children can get to know "the Great Lord Mansfield" as part of a three-week holiday project at Kenwood organized by the Inner London Education Authority. The project, which is free, will be run from August 2 to 20, and work will include drawing and painting, costume dressing-up sessions and slide lectures, tours of discovery through the house.

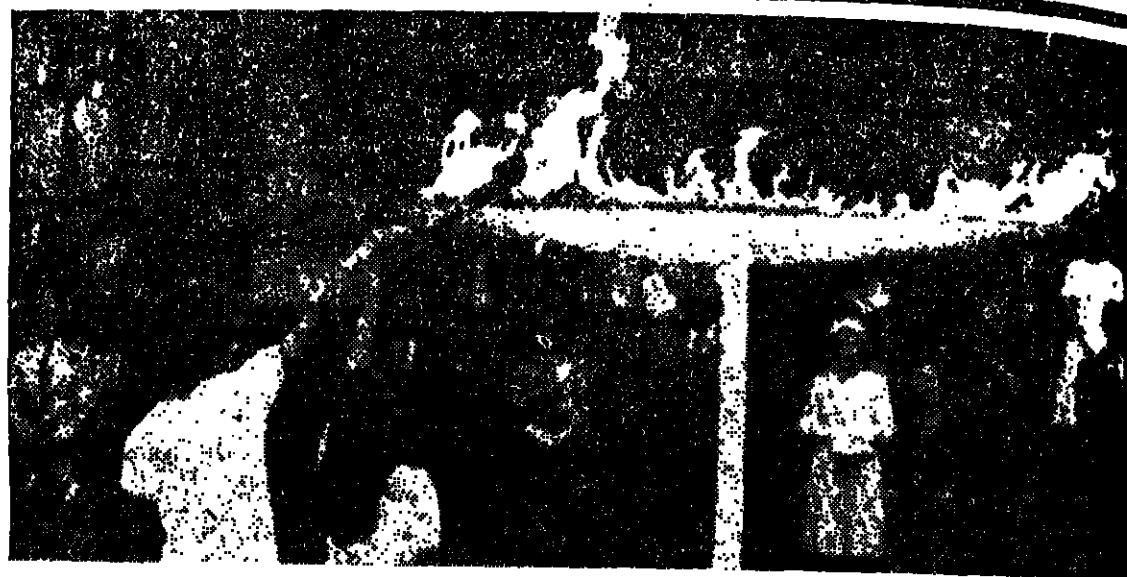
£100,000 for deaf

An anonymous donation of £100,000 will enable the regional centre for the deaf at the City Literary Institute to give further help to adults who lose their hearing.

Floodlight 1976

More literary courses are a new feature of the IEA's new Floodlight, the guide to evening and day-time classes for adults and young people. Thirty-two centres now offer these, and other subjects range from accountancy to zoology.

Sport



The opening ceremony.

Stan Levenson on the students who are helping run the Games at Montreal

Oiling the Olympic wheels

Joanne Goldloom and Marie Langevin, one English speaking and the other French speaking, are two of an army of 20,000 mostly students, who are helping run these Olympic Games in Montreal.

Joanne, dressed in a white skirt and yellow T-shirt with the Olympic rings, is a messenger in the results section of the press centre. She has just finished a two-year pre-university course and in the autumn starts the first of her three years at Montreal University, studying social work.

Marie Langevin, who is studying education at the New University of Quebec, is a hostess. She is one of the young ladies, dressed in a red dress and rather unbecoming headgear, who are responsible for smoothing the way for the 7,000 athletes and vast corps of press, officials and television people. As well as French and English, she, like all the hostesses, has a third language and in her case it's Spanish.

Because of the need for an additional language, hostesses were recruited from Vancouver to Halifax but the majority are from Quebec.

There are 300 different job classifications for the student helpers from Joanne's messenger status up to fairly senior administrative posts, some working for a few weeks and some for much longer. Young and old began applying to work for the Games as far back as 1972. Altogether, more than 95,000 of their names down of whom 39,276 were students.

Apart from a few professionals—doctors, dentists, etc—who have given up their vacations and work for expenses only, all are paid at least \$3.45 an hour. This is slightly above the average minimum wage for the province of Quebec (\$2.80). All the helpers were subject to security checks in a Games in which security is, unduly but necessarily, a top priority.

● Youngsters were well to the fore,

too, in Saturday's opening ceremony when 1,164 boys and girls from Montreal's schools put on a well-rehearsed gymnastic ballet display. And appropriately a schoolboy and a schoolgirl jointly lit the Olympic flame, the most touching moment in any Olympiad. Between them they represented the two cultures of Canada—16-year-old Sandra Henderson is from Toronto, and 15-year-old Stephanie Prefontaine from Montreal.

Sandra is one of Canada's leading junior gymnasts and has carried the Maple Leaf in junior competitions abroad. She has an eye on the Commonwealth Games at Edmonton, Alberta, in 1978. Stephanie also has an eye on making the international circuit as a 400m runner. Last year she won the Quebec province junior title.

Both of them hope that winning moment when they jointly held the Olympic torch in the Montreal Stadium will not be their last appearance at a big event.

And now for 1980?

Schoolgirl Janet Lawrence, who made her international athletics debut for Britain at the beginning of July, has found herself at the Olympic Games—but as a spectator not a competitor.

Janet, of Cowley School, St Helens, Lancashire, and Greg Stewart, of Loughton College of FE, in Essex, won trips to the Games—a prize offered by Esso to two young athletes who have shown outstanding promise.

However, neither was able to turn this promise into victory during the English school championships at Cannock on the eve of the Olympics.

Miss Lawrence had to settle for second place behind Janet Pricot (Lincolnshire) in the 400m, the Lincolnshire girl clocking a championship record of 2min 9.2sec. Stewart, in the 400m, was also second—to Martin Francis (Worcestershire) who won the event for a fourth successive year.

One of the best performances at Cannock was by Mike McFarlane, a 16-year-old Londoner who was good enough to be called up for the Olympic trials last month. Mike won the 200m with a personal best time of 21.7sec.



Stewart backs the Karters

Jackie Stewart (above), former world Grand Prix racing champion, has agreed to become president of the National Schools Karting Association. He succeeds Graham Hill, who was killed in an air crash last year.

This will give the NASKA a big boost immediately after the successful annual championships held at Rye House Stadium, Hoddeston, Hertfordshire.

All the individual races want to boys at Hertfordshire schools, which is not surprising as the county is the main centre of schools karting: A. Wilson (Oxley School), Colin Church (Highfield School, Leitchworth), Joe Benson (John Warner School, Hoddeston), Nick Cooper (Allegre's School, Stevenage), C. Clarke (St. Andrew's School, Hatfield) and Paul Groves (Hornwood School, Welwyn Garden City). St. Andrew's won the design prize for the most original machine; their kart had a plywood base and plywood body. Harris School, Rugby, was named as the school with the best school-built kart.

What with sponsorship from firms like Pepsi-Cola and Alcan, NASKA has a bright future and next July there will be a summer school to introduce the activity to teachers.

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Playing with words

Byron as though they were personal friends. A racy portrait of the life would be followed by an account of the poems—how and for whom they were written, how they worked.

Their poems worked because their words worked, each pulling its weight in the line. He spoke, as a professional writer, of other professional writers: "Listen for the assonance . . . observe the placing of the caesura . . . and how the enjambement speeds up the line." Propelled up and down the aisles of the class by an apparent internal combustion engine, fuelled with enthusiasm, he would start to sweat. Off would come the great coat, the muffler, a checked tweed jacket, a pullover, a sleeveless pullover. Only the school bell, it seemed, saved him from impropriety.

For prep there would be Popeian heroic couplets to be written, ballads, Shakespearean blank verse. One year when the school play was *Twelfth Night* and we were set to write a one-act sequel called *Malvolio's Revenge*, I threw in a sonnet believing that was Shakespeare's way of varying the monotony of unrhymed iambic pentameters. Was this schoolboy ventriloquism stunting to aspiring poets? I think not. Did not Raphael learn his trade in Perugino's studio?

At 13 a change of scene and a change of season: Coldly, sadly descends The autumn-evening. The field strewn with its dank yellow drifts Of withered leaves, and the elms, huddled into dimness apace, Silent; hardly a shout From a few boys late at their play!

I was one of those boys, paying his evening respects to the presiding spirit of that field; not Matthew Arnold, but William Webb-Elles "who, with a fine disregard for the rules of football as played in his time, first took the ball in his arms and ran with it, thus originating the distinctive feature of the Rugby game". Had not Rupert Brooke played for the school at such a season on that field? My New Zealand blood responded to the referee's whistle as a foxhound's to the horn. But with the summer it slowed to a more measured pace. The runner became a dawdler and one evening in May I was not in bed when the dormitory lights went out.

The prefect in charge, true to the Arnoldian ethic, offered a choice of punishment: four strokes from his slipper or 14 lines of verse—in 24 hours—on "Procrastination is the thief of time". Six months earlier I would have chosen the beating—as a form of central heating to which I was well accustomed—but it being a warm night and my nerve no longer in question, I accepted the new challenge.

Sleepy voices from shadowy beds fell silent one by one, but I remained awake as never before, listening to words at work. "Just give us headroom", they seemed to say, "and leave the rest to us". My sentence flowed into a longer sentence and in the small hours, crouching to make a tent of my bedclothes, I reached for torch, envelope, and pencil.

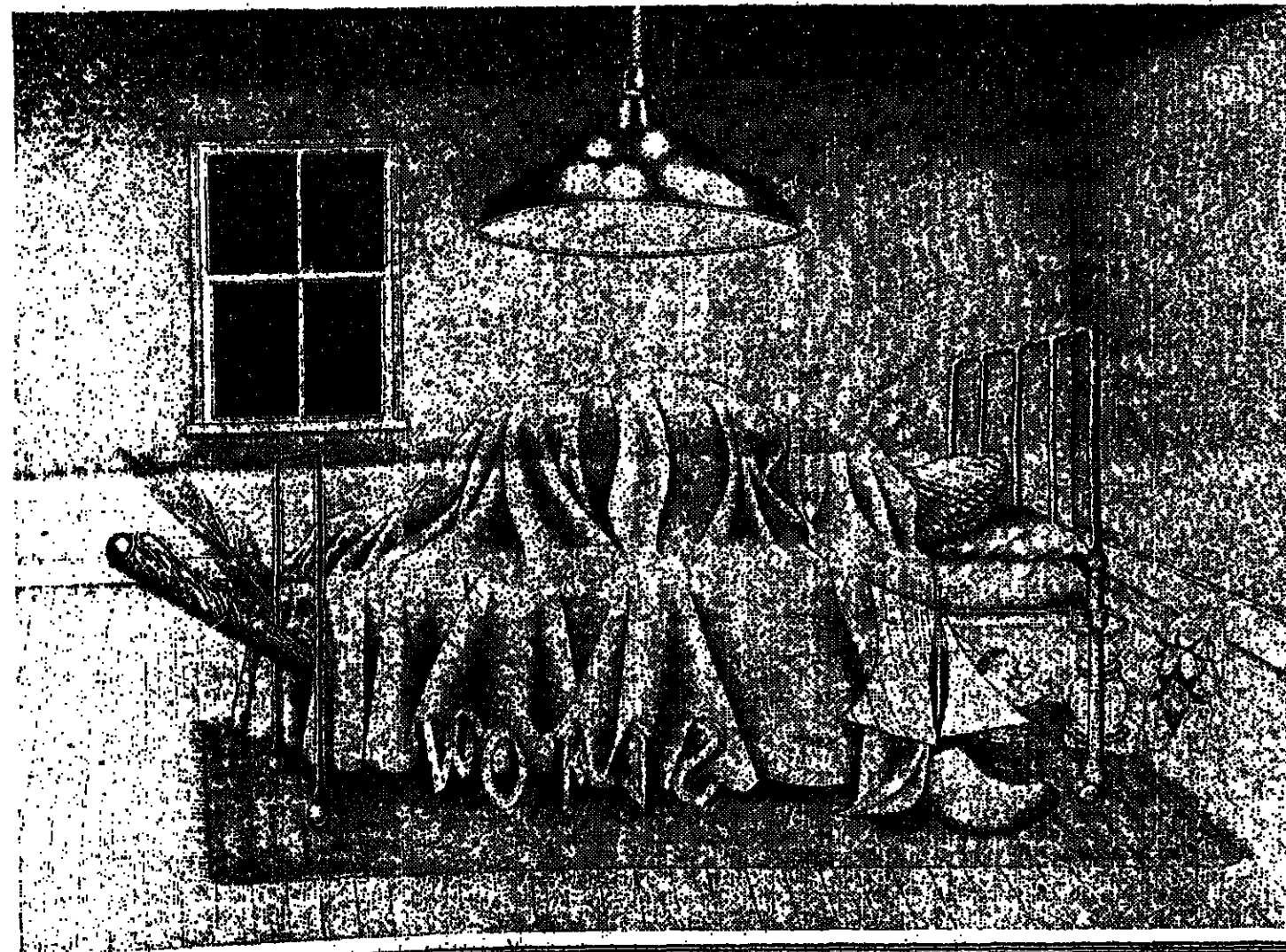
Procrastination is the thief of time Who o'er the hedgerows of the sky doth race

To strike betimes the clock-tower's mellow chime, And speed the hands around the patient face. With silent stride and hooded head he steals To where the bearded Time-God plays his scythe, And drawing close his dusky cowl, he kneels Behind a cloudbank, ere with movement lithe And serpentine, he crawls to loose the bands Sealing the hallowed sacks of time. Full then He fills his fists with the eternal sands, And with it dubs the eyes of idle men. Beware O mortal lest this fiend beguiles Your simple senses with his cunning wiles.

Officialdom was satisfied with this and the following week I handed it in to my form-master as work allegedly prepared in a free prep.

A day or so later I was summoned to the headmaster's study and spent a worried hour or two first with my friends rehearsing crimes—real or conceivably attributable to me—that could have come to the Bodger's attention. Then the long walk to the scaffold, the steps, the door at which my knuckles for a moment mulined. A voice said "Come in" and "Sit down" and "How long have you been writing poems?" I cannot remember what more was said, only that I ran down the steps of the scaffold a relieved man and stood on the gravel a long moment with the sun in my face. The Bodger liked my poem. I was on my way.

Illustration by Candy Amador



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Performance of assessment

15

Patricia Goldacre looks at the kind of work done with children on their way to being put into care

To say: "I teach in a children's reception centre/assessment centre" is to discover the lack of knowledge of many people about the world of children growing up in children's homes. Yet, in 1974, there were 95,900 children in care, and there is also a large "through-put": in 1973 (latest figures available) 49,097 children came out of care, and 60,800 children went in. The reasons for reception into care are various, and many of them are inter-related: poverty, homelessness, mental illness, child abuse, the family's isolation in the community, death.

Whenever it is known that a child may have to be taken into care plans may be made in advance, so that the child can go to a permanent new setting, be that a children's home or a foster home. Even when a child is taken into care in an emergency, it is still possible sometimes to find a permanent placement. Because it is important that long-stay children's homes should be shielded from the instability and anxiety caused by chaotic children being continually admitted and discharged, there are a few children who, because of behaviour problems or the suddenness of family breakdown, cannot be placed anywhere permanently without preliminary assessment and planning. It is these children who are living in homes with reception and assessment functions, usually, but not always, for assessment. Sometimes this is a period of re-assessment, when a previous placement has broken down—when a child has become unmanageable at home, in foster home, children's home, community home or special boarding school.

These reception centres, or assessment and observation centres as they are now called, are also used as remand centres for children who are either remanded away from home under interim care orders for reports by specialists, or who become subjects of full care orders and have to await suitable long-term placement. Some centres provide for wider age ranges than others, and some, which are for older children and adolescents exclu-

sively, are single-sex establishments. There are so many uses of the centres, differing from area to area and depending on local need, that the variation and multiplicity of function make them difficult places either to understand or to study. Understandably, little has been written about them.

Children living in these centres are among the most disadvantaged in the community. There is a grave over-representation of the children of several, but by no means all, immigrant cultures. Research shows that they almost all have some physical ill-health, albeit minor, often congenital, frequently chronic, often neurological. Almost all have had extensive and repeated experience of emotional deprivation, leaving them to a variable degree damaged in their ability to make and sustain relationships. They almost all come from the lowest socio-economic classes. A high proportion of them come from families where the basic family rearing pattern has for generations contained the fiercest of inter-personal physical violence.

Sometimes children are admitted when, for instance, both parents die simultaneously, or when one dies and the other is in hospital, when no relative or neighbour can cope, and the circumstances of

the death or illness of the parents are so traumatic that the children cannot but be under extreme stress. There is a sad and, perhaps, inappropriate mixture of, on the one hand, grief-stricken and severely stressed children capable of normal relationships with both adults and their peer group; and, on the other, children who can scarcely relate at all except in a negative way, whose destructiveness and self-destruction have to be experienced to be believed, who have been so damaged that they can only damage in return. By contrast, the full range of intelligence is to be found, from very dull to very bright, though in my experience there is a cluster around the low normal range.

The assessment team usually consists of educational psychologist, psychiatrist, teachers, educational welfare officers, therapist if the child is in treatment. The core of multi-disciplinary work with the children is independence of view and respect for every worker's opinion. The same child may present very different facets of their personality to different people, and their perceptions of the same child may differ widely. All need to be able to contribute to discussions about future plans for the child.

The centres are provided by the services department of the local authority, but if there is a tuition unit likely that the teacher or teachers employed by the local education authority or department. Teachers' assessments and observations are of great importance, usually the only people who work with the children in groups. Teachers spend five or six hours a day, five days a week as lone adults communicating with a group in a group. In this, their experience of the child is unique.

Educationally, the children in the centres fall into two groups, those who go out to ordinary school, and those who go to school on the premises. These are the children whom nobody else wants, or who, especially need educational assessment. They are the difficult children and present an enormous challenge to any teacher. (I enjoyed over seven years teaching them and learning from them.) Their ages may range from five to 16, and their IQs from 10 to 140, while the degree of emotional disturbance and lack of socialization mean that some children can form friendships, work in groups, listen and converse while others may be constantly disruptive, unresponsive, over-active, propa-

gandist, abusive, excessively noisy, constantly complaining and unwilling to carry out any set tasks. What is often not analysed or even recognized is the effect on children and their ability to learn which is produced by a loss of continuity in relationships and uprooting from familiar surroundings.

There are no rules for educating emotionally disturbed and deprived children. Teachers have to find their own way with every individual, working with their interests and helping to widen them. A range of educational activities well suited to all the children all the time in a small unit is usually possible to provide. Activities which include therapeutic, expressive anxiety felt by all the children, and spark off interest in the most depressed. These might be activities such as swimming, fishing, cooking, modelling with clay, to balance other activities which lead to mastery of the three Rs (often accompanied by reeling and reading, too, as in *Alice in Wonderland*), but above all, painting and stories.

Spontaneous painting, that which is not directed by the teacher, is of great value in revealing the thoughts and feelings of the child, and in relieving some of the

overwhelming pain of these thoughts and feelings. Teachers say they find it difficult to obtain spontaneous painting from emotionally disturbed, deprived, apathetic children. It may be necessary to allow them to make a mess with the materials before form emerges. Often everything they have created for their mothers has been rejected. Acceptance of what they create, messy though it may be, is necessary before they can begin spontaneous painting. One little girl of seven made "porridge" with the paints every day for six months before she began to paint.

Many teachers find it difficult to read to emotionally disturbed children. I have read to them while they and I sit in houses which they have built in corners of the classroom, dens where they feel safe; or to children listening with rapt attention from a seat on top of a cupboard; while one girl of 11 could concentrate on the story only if she sat on my knee and draped my hair over her head.

Stories carefully selected for their emotional content are of great value. A hyper-active, tempestuous boy of seven asked for a story called "The madcap goat" to be read again and again. This was the story of a little goat which had to be gently but firmly controlled until

he could control himself. Through this story the boy gained insight into his own state of mind and behaviour, and derived comfort from its optimistic tone. He told me (he had been brought up in religious beliefs of a farcical nature) that he "would pray to God every night that he would not have any more tantrums". The madcap goat learned to control his own behaviour in the end, and the boy's destructive rages lessened, too.

Another boy with low intelligence and some autistic symptoms was receiving his first formal education although he was over seven. To begin with, he communicated very little with anyone, and could not sit still to listen to a story. Later he found he could identify with the Little Tin Soldier in Hans Andersen's story, his own body being as rigid as that of a tin soldier. He asked for this story to be read again and again, especially the passages where the Little Tin Soldier stands upright and unflinching as the paper boat disintegrates beneath him in the water. He seemed to derive comfort and courage from it.

Often children in special settings reject the balanced programme of educational activities which the teacher tries to maintain. They prefer to spend most of their time on one or two favourite educational activities. In a small tuition group with a therapeutic purpose this is often the essence of education. A girl of 14, on remand for three weeks, concentrated all day on writing the story of herself and her boyfriend, "Me and John". Each night the teacher typed the day's work, and by the end of the three-week remand period the girl had written and illustrated a book which gave her much satisfaction, and which helped her to think more than she had ever done before about personal relationships.

Another girl of 11, whose mother was in a mental hospital and who had gone in and out of children's homes more times than she could remember, learned to read music and play the piano by concentrating on this activity for a large part of every day for three months. All attitudes of interest or welcome knowing that interest is a sign of some degree of mental well-being and that one of the most frequent symptoms of disturbance is apathy and lack of interest. When the teacher encourages this development of a particular interest, the all round, long-term benefit is not always understood by non-teacher colleagues in the assessment team who, thinking of their own school-days, may feel that it would be better for some other unwelcome activity to be insisted upon.

Experienced teachers find in children under extreme stress a growth of confidence that comes from enjoyment in doing, with acceptance from the teacher, with added insight into problems, and with some success in learning. Above all, if a child who is filled with hate can come to accept and even like a teacher, and feel accepted and liked in return, this may be transferred to other teachers later on. One experience of a positive, reciprocal relationship may lead to the ability to form others. Forming a positive relationship with a teacher, when all previous relationships with teachers have been negative, may well be the most valuable contribution to the education of children in reception/assessment centres that any teacher can make, in what may or may not be a brief encounter.

Patricia Goldacre has taught maladjusted children for 10 years and is a member of the editorial board of "Therapeutic Education".



Children in a London centre. Left: making a pavement brass rubbing. Right: showing the caretaker the results of a traffic survey; preparing to listen to a story.

Pictures by Sally Greenhill



Youth adrift

With the government working party report on the subject well overdue Bernard Davies challenges some of the conventional attitudes of the agencies which aim to help the young single homeless

What is your image of a homeless teenager? Dirty, long-haired, dishevelled and potentially violent? A problem personality who has brought about his (or her) own downfall and therefore deserves to be where he is anyway? Such a stereotype is common enough. It fits our puritan ethic view of deviance while conveniently placing all responsibility on the youngsters. The young person's viewpoint is rather different. Take the picture recently reported (*Youth in Society*, no 15) by two Manchester youth workers. A boy speaks for himself: "At home I was working on a farm actually, and that was alright, but it's like anybody that's growing up, they get fed up with it. They want something better, but there's nothing better. There was no prospects. You were

getting older and you wanted more money. You couldn't get it, you know, the sort of environment you were living in....

Plus the family thing like. I was getting too old for my dad to knock me about and he's getting too old for me to knock him about.... I just packed me bag and that was it. Here, as from last year's Yorkshire Television *Johnny Go Home*, a new message is beginning to emerge. The problem, it seems, is not so much personality defects: indeed, these youngsters, like migrants everywhere, are likely to be among the most consciously critical and enterprising of their generation. What apparently makes homeless adolescents problematic is simply their homelessness, which to a significant degree results from economic and social conditions over which they have little control.

Tensions at home do, of course, help to set the process in motion. So, too, do brushes with the law; long spells in care as a child; if you are a girl, getting pregnant; and having black parents who, to make a decent living, have to work unsocial hours, and whose childhood memories of a distant rural society hardly equip them to deal with a modern, urban teenager.

None the less, personal and domestic troubles are usually no more than triggers. More subtle influences are also at

work. The media's picture of the good life in the city rarely distinguishes for the average adolescent between the realistically attainable and the totally unattainable—though it certainly emphasizes how boring everyday existence can be. In addition, adolescent unemployment is now acute and chronic. Modern industry assumes ready geographical mobility which hitch-hiking makes easy. Peer-group pressures, even when not actually pushing young people into leaving home, often make their return much more difficult because of the loss of face involved.

Despite their qualities, when such youngsters do make their first move, they are enormously handicapped: without job skills and therefore, even when living little about how to get their welfare or legal rights; and above all seeking to enter a rapidly shrinking, low-cost housing market, in many places overrun by students.

The vicious circle of no job, no money, no accommodation soon traps them. In time this generates its own difficulties—loss of confidence, loss of self-respect, growing demoralization, isolation and provincial centres. For those making for the exacerbated, here, the bright lights are dimmer and go out earlier in the evening. There are thus poorer distractions—however superficial—from the day-to-day

realities, weaker informal helping networks of "crashing", scrounging and on, and fewer and less well-organized formal helping agencies.

Of course, Manchester or Birmingham may be used by a youngster only to test the water, or as a port of call between, say, Glasgow and London. But initially many clearly intend to stay, and many move on when their innocent hopes for work, play and riches have been dashed. This can happen quickly: 10 unsuccessful hours tramping the streets of a run-down area looking at one filthy but expensive bed-sit after another may be enough. Others may hang on and on, or return repeatedly to their chosen haven, sure that this time they will make the breakthrough.

Now the official services are likely to be intervening in earnest, and on their terms. They will probably find someone showing a few of the bright hopes, even motivated abilities which marked, who is now ripe for definition as client, drop-out, underachiever, and who is beginning to redefine themselves in these terms.

Most of the "helping" services are equipped to deal with this strange phenomenon. Social work is enormously occupied with the family as both cause and focus of treatment, and so rarely even the 20-year-old as independent. Those providing housing have a similar

role. Except in emergencies, the young, single and poor do not need shelters and hostels, but cheap, decent rooms and flats on, and fewer and less well-organized formal helping agencies. Even in good times, they are rarely seen as having housing needs in their own right by local authorities, nor even by housing associations. At times of economic cutback, they are a low priority.

Education is of course no more capable than the long-term of producing permanent solutions, but it illustrates clearly the institutional pressures contribute to the problem's creation. In spite of RSLA programmes, work experience schemes, and other structures and the rest, secondary schools still seem to operate as if they were society's organized its economic relationships is inevitably benign or irrelevant to the educator.

Compensatory curricula are provided apparently on the premise that all pupils are ultimately motivated to become successful and have acquired academic qualifications, which then act as passports to rewarding jobs and the good life. If this is the outcome, it is, it seems, because the curriculum now available to them, or the way they have to be refined. These explanations, even if taken to heart, are just not adequate. Education can never become the ultimate therapy.

Whatever the schools do, many ex-pupils must end up on low wages, with limited leisure outlets, with poor job prospects, and therefore already seriously at risk in the housing market. The reality which awaits them after school can thus often only be escaped if they leave home, and so put themselves at even greater housing risk.

As education can never fundamentally alter the social and economic conditions beyond the school gates, more compensatory programmes would be pointless. Indeed, if they are to be truly honest with their pupils, teachers must explicitly accept the existence of those realities, and build them directly into their curriculum. This could constitute a stimulating form of political education. But it also throws up some practical questions.

What is the justification for equating preparation for work with careers guidance, when career has no meaning for so many pupils? Why equate leisure so unthinkingly with constructive and cultural activities which, it is assumed, everyone wants, needs and will ultimately have the opportunities to pursue? For large numbers of young people long before they leave school, leisure is dominated by social and drinking activities, non-cultural recreations (football, gambling, television) and sometimes highly unfashionable minority interests (pigeon fancying, bound trailing).

Similar questions might be asked about schools' treatment of housing. In our property-owning society, courses on how to buy a house will no doubt have a wide appeal. But for 50 per cent of pupils ownership will never be a real option.

And for a significant proportion, securing any independent accommodation—certainly while they are single, but even perhaps after they are married—may constitute a major difficulty. How often and honestly do curricula deal with that reality—describing it, explaining it in social and economic terms, examining its consequences, consider whether any short-term solutions are feasible?

Maybe, probably most, schools certainly fail even to raise these unpleasant facts about young people's post-school life with their pupils. They do little to prevent and probably do something at least indirectly to create the demoralizing and depressing process by which young people leave home as innocents, and end up as powerless drifters.

Yet the importance of the contribution of education to the problem should not be exaggerated. The young single homeless present in an acute and living form the consequences of some of the most fundamental, recent changes in our society. They demonstrate that no longer can everyone expect to find a job. The nuclear family is no longer the social group to which all individuals wish to be attached, whether as child or parent. Those in financial or emotional need can certainly not be saved by a net of helping services still assuming that work and family hold their traditional place.

Indeed, as individuals, young people are still treated mainly on the premise that they should stay at home and get what job they can, or take the consequences. Yet powerful economic forces now encourage and even require their geographical mobility. It is contradictions like that in the institutions of our society, much more than personality defects, which explain social problems like young single homelessness.

Bernard Davies is lecturer in applied social studies at the University of Warwick.

Nursery schools and playgroups

An important part to play

Joan Tough, director of the Schools Council project "Communication skills in early childhood", and Peggy Kemp, project officer, discuss the role of the trained nursery assistant.

During the past three years many teachers from nursery schools and classes have been involved in the work of the Schools Council Communication Skills in Early Childhood Project. Although the project was concerned with the development of language in children aged between three and six and a half, teachers from nursery schools and classes formed only 20 per cent of the 1,500 teachers who joined the working groups in local areas. Why was this? Are teachers of the under-fives less interested or less committed? This certainly is not the case, for they were among our most helpful and loyal supporters. There are, however, fewer nursery schools and classes than classes of five and six-year-olds. There are also many four-year-olds in infant classes. Twenty-six per cent of the teachers taking part in the project had four-year olds in classes of rising fives, or in vertically grouped classes.

The lower number of nursery teachers taking part in the project also reflects the role of staffing nursery schools and classes. Most nursery schools are staffed by teachers and nursery assistants, but there are twice as many nursery assistants as there are teachers. Nursery schools are often staffed entirely by nursery assistants, directed by a head who is a qualified teacher. Nursery classes in some local authorities are entirely staffed by nursery assistants.

The relatively small number of nursery teachers in working parties reflected not only the relatively sparse provision for the under-fives, but also policies for staffing schools. This policy reflects the view that young children do not justify the high cost of teachers' salaries and that less well paid and less well qualified staff can meet the needs of young children.

This policy stems from a traditional view of childhood that sees the child as a helpless individual for whom a secure and caring environment is the main need. This view was prominent at the beginning of the century, when the first proposal for nursery schools was justified only for those children who had inadequate home conditions and parental care.

The aim was to rescue children not only from the street, from undernourishment, neglect and disease, but also from the unsuitable conditions of the babies' classes of schools. In 1900, 45.1 per cent of all children between three and five years old attended such classes (Board of Education statistics, 1912).

In an introductory memorandum to the report on Children under Five Years of Age in Public Element-

ary Schools, prepared by the women inspectors of the Board of Education in 1905, the chief inspector of elementary schools writes: "It was assumed that a new form of school is necessary for young children. The better parents should be discouraged from sending children before five (to school), while the poorer, who must do so, should send them to nursery schools, rather than to schools of instruction."

The nursery school was born of social need and of necessity looked first to the physical needs of children. Since the first schools were organized voluntarily, and financed by public subscription, the cost of caring for young children was a major obstacle. In necessity, the first nursery schools were staffed by untrained helpers who were paid little to work under a superintendent who had some training and qualification.

Since then, prominent educationists have continued to argue that the education of young children who are no less well educated or trained than those who educate older children, this was a main objective of the Nursery Schools Association, founded 50 years ago. Nevertheless, it has not yet been possible to persuade all public authorities that this ought to be so, but it has been acknowledged that those who work with young children need special training.

The establishment of the National Nursery Examination Board in 1945 aimed at improving the quality of care provided by trained nursery assistants and today almost all assistants have a training that leads to NNEB qualification. The improvement in training, however, led to a reliance on staffing nursery assistants and classes and, indeed, infant classes when teachers were in short supply. Such a policy, however, has led to the view that the teacher's role is that of supervising nursery assistants. Many teachers and assistants feel that the teacher should assume the supervisory role and leave the interaction with children to the nursery assistants.

The project believes that the knowledge and professional skills of the teacher are essential to the development of young children and that the skills that teachers should have cannot easily be mediated through the trained nursery assistant.

Although the project in the first place appealed to nursery and infant teachers, some nursery assistants became members of the working groups. On the whole, however, the approach was too analytical and the commitment too

long for a group that has not been motivated, nor has there been much provision to help them see in-service training as an essential if they are to keep abreast of new knowledge. The project's materials, because they were directed at teachers, assumed certain skills and attitudes would be present, but it was clearly not appropriate for helping all who worked with young children.

It was also recognized that if the quality of children's experiences of using language in nursery and infant schools were to be improved, trained nursery assistants, as well as teachers, needed some help. As the Bullock report stated: "In the nursery school the nursery nurse should have an important part to play in this progress, since her particular need is to be improved. It is no exaggeration to say that pre-school and educational services are the most important areas of social policy for minority communities."

If we look at the experience which these children who have learnt to use language skilfully have met, we realize that parents talk with them in all kinds of situations: the child's thinking may be extended as he washes his hands or puts his meal or tidies up his toy, and not only when he is looking at a book, painting or drawing or examining, aspects of the world around him. Children are to meet experiences of dialogue in school as frequently as possible, then it is important that all the adults they meet are able to help them by extending their thinking and that they find themselves in over situation they find themselves.

Nursery teachers in the project came to realize that the skills of talking with children cannot be acquired without considerable thought and practice. Teachers had found videotaped examples invaluable for examining their practice and felt that nursery assistants would see examples that were relevant to their roles as equally valuable and likely to lead to increased skill.

It is with this objective in mind that the grant of £8,000 from the Department of Education and Science has made it possible to appoint Peggy Kemp as project officer to look at the role of the trained nursery assistant in nursery schools and classes and to prepare materials that would be valuable for in-service training. The venture has been welcomed by many concerned with the training of nursery assistants, and their advice has been sought to ensure that the materials produced will meet the needs of both of trained nursery assistants and of those who train them.

New to this society

By Alan Little, director of research, Community Relations Commission

Last year's White Paper on racial discrimination acknowledged the need for positive action to help minority groups to overcome the disadvantages of racism, racial discrimination and socio-economic disadvantages. Inevitably, given the current economic climate, much of this action must come from a re-allocation of existing resources and efforts. What are the implications for services for under-fives?

The size of the black population (that is, coming from the Asian sub-continent, black Africa or the Caribbean, or born to parents from these areas) is about 1.7 million. It is estimated that 34 per cent of the population are women from Afro-Caribbean/Asian backgrounds is higher: currently 6.3 per cent of all five children are women from the New Commonwealth, but the indigenous population is falling faster than that among minorities, the overall proportion is increasing slowly (it was 5.9 per cent in 1963). Already over 40 per cent of the black population of the United Kingdom were born here and within a decade the figure will be well over half. Most migrant populations contain a high proportion of people of child-bearing age and therefore, in turn, large numbers of young dependants and small numbers of elderly dependants. It is no exaggeration to say that pre-school and educational services are the most important areas of social policy for minority communities.

As far as providers of services are concerned the residential distribution of minorities in Britain is more important than total number. The 1971 census showed that over 80 per cent of all black people live in 15 per cent of the urban districts. Britain is thus a country with a high concentration of minorities in certain areas. High proportions of mothers with children under five in the minority communities are working, more often for longer hours and/or at inconvenient times, for lower pay than their white counterparts. Inevitably this means the families need support from public services.

The housing conditions of minorities are worse than those of the indigenous population and particularly so in the ways that most restrict a child's development: overcrowding and lack of, or sharing, amenities. Seven times as many New Commonwealth households share a dwelling than for the population in general, and one in 10 minority families shares a dwelling without use of either a sink or a stove. Whereas only a quarter of white households live at a density of over 1.5 persons a bedroom, over half of West Indian families and two-thirds of Asian families are overcrowded.

Multiple deprivation is higher in minority than majority populations. It is accepted that nearly 6 per cent of all children are multiply deprived (coming from a large, poor, family, inadequately housed, etc.). A study in inner London primary schools suggested that the comparative figures for West Indian pupils was nearly 18 per cent. In arriving at that figure, housing conditions were omitted and on this it is disadvantageous.

These are why we should allocate extra resources to help those areas with heavy concentrations of minorities. We should insist that such authorities review the provision for provision for minority groups and under-fives for minority groups and the priority given to individuals from minority backgrounds.

Part of this review should be to look at how existing services are presented. An obvious example of such a review is the extent to which communication between services and clients is dependent on the spoken and/or written word and the difficulties this produces for non-English speakers. The PEP survey of racial minorities found that nearly 60 per cent of Asian women in this country speak little or no English. The authorities must make a special effort to contact them.

A more subtle point is that certain styles of relationship prevail in different communities. Relations between parents and children, husbands and wives, professional and lay, differ considerably and any service to under-fives must be aware of such differences. This is true of

services all rolled into one." The guidelines were the result of much consultation throughout the movement and deep thought about the implications. They identify the particular needs of people involved in day-to-day work in playgroups. While their real influence on the planning of playgroup courses at the sort of level will become more obvious as time goes on, there have already been adjustments in courses so that a more regular pattern is emerging.

The PPA has also produced purpose-made visual aids, course by course, with all the particular difficulties of working in shared premises on shoestring budgets. Last May it launched a half-hour colour film, *Parents in Playgroups*, showing the joy and interest of ordinary parents in taking part in a playgroup.

From early on, there were handbooks and literature about playgroups published by the association. The solid amount of back-up with these resources is still growing. The other growing strength of the association has been an increasing emphasis on the involvement of parents in the organizing of their children's playgroups. Though many of the original playgroups had committees, it was only later that the real value was apparent, not only to the child, through the mother, but to the mother. In 1975 a membership questionnaire showed that three out of four PPA playgroups involved parents on rota or in an elected committee, and another one in 10 had some form of occasional help from parents.

In 1976, PPA playgroups include nearly 400,000 children and while a self-help organization, and while, at 15, we may be adolescent, and still growing, perhaps we are nearly grown-up, and the back-up that did not exist in 1960 has grown up, too.

Training has all along been an important issue, with a search for a pattern that fitted the unique situation of playgroups. As Lady Cullen put it: "PPA is adult education and social

World wide

By Margaret Roberts

OMEP stands for the French title, Organisation Mondiale pour l'Education Précoce, of the World Organization for Early Childhood Education, founded in 1948. Its main tasks are to promote a greater understanding of children under eight years of age and to share between different countries the experience and knowledge gained through the study of young children during their formative years.

Membership is open to organizations and persons of any race, creed, nationality or political opinion, the units of the organization being national committees, each of which brings together for discussion and action as many disciplines as possible that have a concern for the education and well-being of young children and their parents. The headquarters of the United Kingdom National Committee is at the Thomas Coram Foundation, 40 Brunswick Square, London WC1, where inquiries for membership should be sent. A programme of open lectures and seminars are arranged in London, Manchester and other centres. The subscription of £3 includes two copies of the international journal and copies of the national newsletter.

A World Assembly is held every three years. From the first OMEP was closely linked with Unesco and the first world conference was held in Prague in 1948 following a world seminar in childhood education organized by Unesco. At the next Assembly, planned for 1977 in Warsaw, the theme is to be "In the Best Interests of the Child". Health, education and legal aspects affecting the child and his family will be considered and recommendations made to Unesco and national governments.

health and welfare services (for example, specific needs like diet, family planning or child-rearing) in general, as well as the more specifically educational services.

In so far as any development involves parental participation, the involvement of minority groups presents a special problem. For example, playgroups which demand active parental involvement may discourage some Asian women who have little English and are shy and apprehensive about bringing their children unless the playgroup is seen to attract other Asians (that is, community involvement).

Other examples are practical ones, like suitability of hours of nursery schools for a West Indian working mother, and social psychological ones, like the gap between the ideologies and the practices of the pre-school services and that of the local minority communities.

What I am suggesting is consideration of how far the style and presentation of the activity might have to be changed to involve minorities and provide them with an adequate service. This last point touches upon the most difficult issue of all—the actual content of the service(s) being developed. Again, language gives the simplest illustration of this point: workers in one heavily Asian area reckon that eight out of 10 pupils from Asian homes entering school at five (and most of them have been born in this country) speak practically no English. How far should any pre-school experience include formal language teaching (ideally for parents and children) to help develop skills in the dominant language?

Language is an example of educational need; parallel examples of caring needs can be given. The incidence of rickets and vitamin deficiency in young children in certain sub-groups of the minority community as the result of low income and community dietary patterns, is one. This, and other illustrations, suggest the need for examining the caring content and needs for specific welfare and medical elements, not only in day nurseries but perhaps in other forms of under-five provision.

It would be wrong, however, to give the impression that such caring

questions necessarily dominate. Pol-Jak's work in Britain suggests that the physical development and motor coordination of West Indians were, if anything, better than their white contemporaries. The reverse was true of social, linguistic and adaptive behaviour. The point need not be laboured but if there are such gaps and if these are correlated to adjustments to school and performance in school, then the service provided for under-fives should take note of them, and attempt to support parents and parental surrogates to assist them promote not only the physical but also the linguistic and social development of their children. Many of these points are relevant to the disadvantaged white, as well as the black community, but it is the intensity of need and special style of service that is crucial for minorities.

In a sense the most fundamental example of this is the whole issue of personal identity and the difficulties of growing up black in a white-dominated and prejudiced society. What is the sense of individual and cultural identity of the black Briton going to be like? People responsible for public services for the under-fives should ensure that ways are found to assist these children to grow up as black Britons with a positive identity of themselves as being black and British.

My main point is that for certain authorities, the under-fives minority represents a substantial part of the ethnic population and an even greater part of their need population. They should consider how far minority communities require a different type of service, in terms of both its content and how it is presented. These are questions that responsible authorities should be asking, and in finding answers they should involve the minority communities to discover their views on needs and services. What is beyond question is that a coordinated approach from the educational and caring services is essential. This does not necessarily mean a uniform approach to the issues of priority and variety of styles of service needed. A service which responds to the needs of an ethnically differentiated society must be varied and pay special attention to the needs of minorities.

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Self-help and mutual support

The Pre-school Playgroups Association is fifteen years old this year. Joanna Matthews reviews its growth and future prospects.

When I started our playgroup in 1960, somewhere near Carlisle, I could have done with a lot of help. Our nearest playgroup neighbour, as I found out quite soon, appeared to be in Liverpool, over 100 miles away, and the nearest nursery school about 50 miles away. And as it was, there was a playgroup course locally. As for the Pre-school Playgroups Association, it had not been invented yet.

What I wanted then, and many others since have worked to create a back-up system of mutual support. Now that we have just celebrated PPA's 15th birthday with National Playgroup Week it is a good moment to see what the self-help has produced. Back in 1961, in the face of the notorious Circular 8/60 which, in

effect, banned the expansion of any nursery provision, the original members of PPA, who joined after the famous Guardian letter, were only a few hundred, scattered all over the country. Many of the original members were teachers, seeking some sort of pre-school group, expecting to satisfy the requirements of the local health authorities who then had the statutory duty to register playgroups, along with day nurseries, under the same regulations.

While gaining greatly from the support then given from health visitors, the big problem of those days was the number of lavatories and wash-basins required. How the children in the playgroups were actually using their time was apparently a matter of less concern. One registration for a playgroup of this period gave minute detail of

chairs, tables, face-flannels, pasteurized milk and fire extinguishers, but summed up all the educational and social requirements for the playgroup in five words: "provision of sufficient play materials."

When playgroups were transferred to the new social services departments in 1971, the PPA was 10 years old. There was a minute office in London, a magazine, and one national adviser (granted from the Department of Education and Science, and soon to be another). The entire staff could comfortably get into the proverbial taxi. There were by then thousands of playgroups, so the emphasis was still self-help.

Local groups began to be formed as branches, with meetings and courses. In some places one single

continued on page 21



You and me

Claire Chovil introduces the BBC television series for four and five-year-olds

In the past few years much has been written and said about the development of young children's use of the spoken language. With the publication of the Bullock report and more recently the Schools Council project, directed by Joan Tough, teachers are becoming increasingly aware of the need for language strategies. How can we develop and direct what children say to us, and how can we help them to perceive meaning in what we say to them? Television can be a killer of talk but can also be a starting point. Members of the production team of a pro-school series discuss its language goals and some of next term's programmes.

You and Me is a BBC series produced by the schools television department for an audience of four and five-year-olds who may be watching at home with their mothers. In day nurseries, in reception and nursery classes, or in the care of child minders.

It is concerned with the development of young children's use of the spoken language, and the growth of concepts which can make language meaningful. The producers are trying to make programmes which children will not just want to look at, but to talk about while they're looking.

The programmes are full of questions to which children can respond briefly straight away. But obviously the full value of such a programme lies in the extending of this brief response into oral conversation afterwards, when children can talk about what they have seen more fully. At this stage, a sympathetic adult can help the child to put thoughts into words, to practise skills in explaining, describing, inquiring, comparing, analysing and making hypotheses.

Transmissions in term-time:—Mornings: Monday, Wednesday, Friday at 10.45. Afternoons: Tuesday, Thursday, at 2.00.

All programmes are shown on BBC 1. Programmes in the first half of the term are repeated in the second half.

Monday and Wednesday

Next term's basic theme is "spatial relationships" and there are films about a variety of subjects, including a visit to a fair-ground, a game matching and fitting windows into a model castle, and trying on clothes at a jumble sale. There are

also stories with drawings about "Daylight and Darkness", "Backwards and Forwards", and "Up Here and Down There". The adviser for these programmes was Margaret Tait, a nursery school head who has done a great deal of work in language and concept development with deprived children in an educational priority area.

Young children of pre-school age appear in the programmes and this helps to involve young children in the audience more directly in what is happening. The children we film with come from many different schools and play-groups, because no programme has more than one programme. Most children enjoy the same is not always true of the director. Waiting in a field for the rain to stop so that the filming can start, with a mini-car full of under-five-year-olds, is more likely to be relished by them than you.

Friday

These programmes show parents and children playing and talking together, and developing at home the ideas from the week's programmes. Again, there's an emphasis on talk. Lin Poulton, who worked on developing the interest of mothers in young children's early educational experiences, through home visiting linked to playgroup work, is the adviser for these programmes.

The *You and Me* termly book also contains ideas for things to make and do, and some of these are shown in the programmes. A common mistake made on television in this sort of context, is to start the activity with "Find a piece of cardboard two feet square". Most households just do not possess this sort of material, so we have tried to keep the materials very simple; kitchen utensils and junk are about all that are needed.

Friday programmes next term

show simple cut-outs for shadow-play, pan lids hung on different pendulums of string to demonstrate the pendulum, picture postcards cut into home-made figures, and jumbies filled with different objects to make different sounds.

Afternoons

Tuesday

These programmes concentrate on early mathematical experiences and there are plenty within this scope of four-year-olds in matching, weighing, shape recognition, one-to-one correspondence, all of which have

their own language possibilities. Pre-school children are capable of suggesting the answers to questions such as: "Why can Mum reach that cupboard but you can't? Why does your ball roll and your bricks won't?"

Mathematics at this stage can be related to everyday experiences and for that reason the programmes do not stray far into the world of fantasy, but stick to a real environment and familiar objects, so that the language children hear in the programmes can be transferred to their own lives.

In the autumn term the programmes have a rural flavour, drawn on Wendy's farm. Wendy and Stephen, the farmworker, introduce a new shape each week—squares, rectangles, triangles and circles—and the children can help them to find these shapes in the kitchen, the farmyard and in the village.

The animals give rise to a few problems too—why is Daisy or Buttercup milk, was it Daisy or Buttercup? Stephen fed three pigs but there are four in the sty—how many pigs want hungry? Stephen says he is as greedy as his pigs but whatever he eats it must have had "the shape of the week".

The consultants for all the programmes are Professor Geoffrey Matthews and his wife, Julia, and both are heavily involved in the Schools Council Early Maths project.

Thursday

What activities can encourage "reading readiness" in children of four and five? Programmes for the autumn term aim to give children some of the motor, sensory, perceptual and linguistic experiences which A. E. Tansley, this term's consultant, has used in work with young children.

The Thursday afternoon programmes this term are about lines. They introduce children to "straight lines and bendy lines", which eventually combine into shapes and letters. The programmes also include electronic magic, an optical illusion dragon and friend, Vicki Luke, who provides movement, music and stories.

The programmes are once again a starting point, a visual aid to interest young children in listening and looking carefully. They are not a direct lead into reading, but we hope they will develop the child's awareness of it, and of the links between speech and print.

A strong sense of identity

In the Highlands distance is the main difficulty for playgroup people writes Maureen Thomson

What is a playgroup? To most of us when we are first involved, it is a place for our children to play, mix with others, learn to share—perhaps even in some way prepare for school. As the days go by, the playgroup takes on a different meaning. The play is still there but our evaluation of it changes and our ideas of what play is develop. It becomes the child seeking and learning and not our first idea of play as children happily passing the time. Mixing with others and learning to share are seen as a child learning about himself in relation to others. Preparation for school seems a limited aim.

For the mother there is the opportunity to learn about her own children and their development. To some extent we begin at home, but for most of us it is in the playgroup that we first become aware of the development of the child in every activity in which he involves himself. What we saw as stubbornness, when the child continually does something when told not to—for instance turning on the taps at the sink with the plug in—we begin to see as the child exploring. Does the sink always fill?

At the adult level of playgroup work is the opportunity to learn about ourselves and our effectiveness in society. Once we begin to see ourselves as people with something to offer a group, we begin to see the potential in others. So many times at playgroup meetings around the country, when someone is encouraged to accept a little responsibility and supported in taking it, we see that person grow and develop and in turn help and support others.

Referring to a nursery school an educational adviser said recently, "We want to have mothers involved but we can't get them." How hard it is until the potential that is in each and every one of those parents is recognized.

There are three main differences between Highland playgroups and those in other parts of the country. And they all contribute to making it a bit more difficult at every level of playgroup work.

The first big one is distance. The Highland Region is almost twice the area of Strathclyde but with only a small percentage of the population. Individual playgroups can experience difficulty in finding enough children to make a viable group within reasonable distance. Distance affects branches trying to meet together at meetings of interest. And most of all at regional level it becomes extremely expensive and time consuming for meetings to take place at all.

Then there is no shop in the Highlands selling a good selection of educational toys. Almost all playgroup equipment has to be ordered from a catalogue and sent by train or courier, and before many pigs want hungry? Stephen says he is as greedy as his pigs but whatever he eats it must have had "the shape of the week".

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ing hard at bed and breakfast and cannot bring children to playgroup in the morning.

And if you live in Luchin, the village built around the playgroup, the playgroup becomes the village tearoom from April until September. In Baster Ross the population is growing at a great rate and the large numbers of children, the adequate accommodation and the resource in the community are stretched.

These are the most obvious practical difficulties to be coped with and of course it is in doing this that the Highland playgroups develop their sense of identity. If you live in a beautiful area like West Sutherland, playgroup is away from the industrial belt and during the holiday and keeping you in touch with the rest of the country while delighting in finding you and your playgroup in its remote spot.

At every conference in the Highlands now, the organizers have made sure that the toy manufacturers are there to display their wares. In fact several of them are now based upon as playgroup friends—although yet another hazard can cause disappointment when the carrying the load of interesting material is prevented from reaching them by snow blocking the A2.

Distance is probably the most difficult facet of living in the Highlands, and to some extent has to be accepted as part of the price to pay. To help to compensate playgroup workers look after each other with a great deal of care and attention. Meals are made at weekend and bed and breakfast provided frequently.

Ross-shire branch usually holds its meetings in Dingwall, but has control to the comparatively remote east. But several of them have met in Inverness in west central Ross-shire so that they can share the burden of travelling with the worst roads.

In Caithness, playgroup workers approached the difficulties some mothers experienced in travelling from outlying districts to courses in Wick of Thurso, so they took the course to the playgroup and held workshop sessions some times in the evening in the playgroup premises and sometimes in an adjoining room.

Another problem is that there are no trains on Sundays. If you live in Caithness you have travelled back to Inverness on Saturday after attending a course in Glasgow or Edinburgh, the next train is at 6.35 am on Monday. Two ladies recently caught like this decided to hitch-hike—complete with galls of PVA adhesive and other playgroup purchases. They were successful. To be involved and survive in playgroup work in the Highlands one needs to be resourceful.

The difficulties are many but they are shared and in overcoming some and working at others playgroup people in the Highland Region have succeeded in achieving a strong sense of identity and confidence in their ability to grow in understanding of their children, themselves and each other.

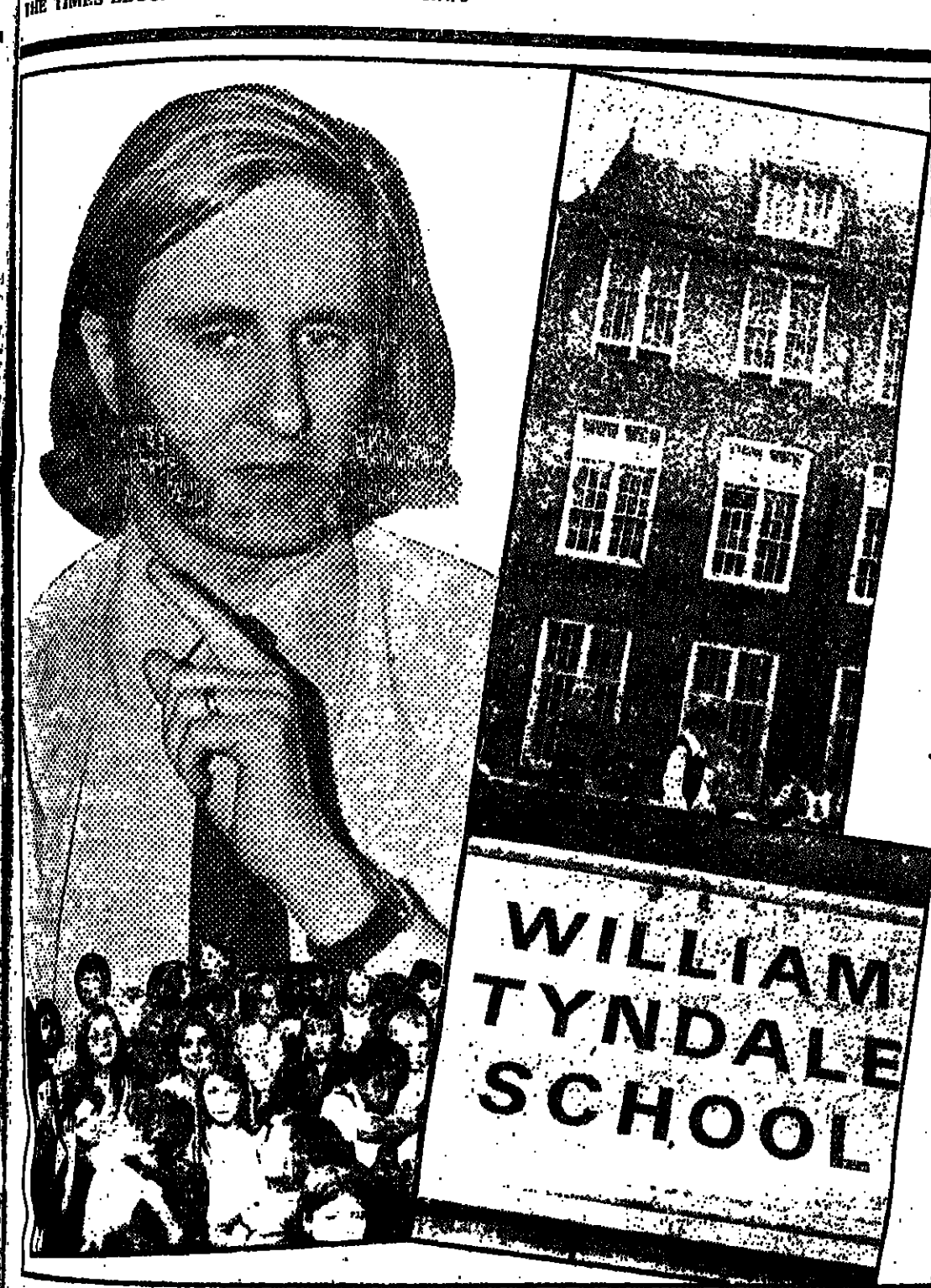
Population distribution and change present different problems in the area. In the west there are small communities relying heavily on tourist trade to supplement incomes. Most playgroups find great difficulty in operating over the summer term as mothers are working hard at bed and breakfast and cannot bring children to playgroup in the morning.

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The two-year decline of William Tyndale Junior School is closely charted in the report of Mr Robin Auld, QC, which is presented in an edited form in the following pages.

The full report, delivered to the Inner London Education Authority exactly five months after the end of a 14-week public inquiry, is nearly 800 words. The inquiry was ordered by the ILEA in July, 1975, after conflicts between teachers, managers and parents had become widely publicized. The head and six of the teachers went on strike on the day ILEA inspectors arrived for a full inspection of the school.

Mr Auld was asked to examine the "teaching, organization, and management" at the junior school and also at the infant school which shares the same building and has the same managers. He has reviewed the events in and concerns of the schools from the autumn term of 1973.

Mr Auld was not asked by the authority to make recommendations for action, but to establish facts of what occurred, and, in his own words, "make value judgments on the basis of these facts". Accordingly he has squarely apportioned blame for the decline of the junior school.

Of the seven parties to the inquiry, four are strongly criticized:

1. The head, Mr Terry Ellis, on whom the main responsibility for the school's failure is placed, and six members of the staff who supported him.

2. Mrs Dolly Walker, a part-time teacher who campaigned against Mr Ellis.

3. The Tyndale managers, as a corporate body, and more particularly a number of managers who acted as individuals or in a group at various points in their conflict with the head.

4. The ILEA itself, and specifically individual members and the chairman of the schools sub-committee, Mr Harvey Hinds, to whom the report is formally addressed.

The three other parties to the inquiry—Mrs Anne Chovil, the deputy head; Miss Brenda Page, Jellicott Borough Council's representative

on the ILEA—are absolved from blame and commended for their behaviour.

Mr Auld, reviewing the "formidable weight of evidence", says it strongly suggests that the quality of education in the junior school under Mr Ellis was bad. He concludes that he is not satisfied that the school was overall "efficient" or "suitable to the requirements" of its pupils as a whole.

But the report also has a great deal to say about the functioning of the school system, and it relates the behaviour of those involved in the Tyndale conflict to the practices and attitudes which currently determine the control of primary schools. A considerable part of Mr Auld's final chapter of summary and conclusions is devoted to defining the powers and responsibilities of the education authority and of managers, and to outlining how he considers they should behave in any conflict over the conduct and curriculum of a state primary school.

The report, of more than 500 pages in its original typescript, begins with a 55-page account of the statutory system of education, which details the powers and responsibilities of everyone from the Secretary of State to school-managers. It describes the organization and structure of the ILEA, with special attention to the role of the inspectorate, the function and form of full inspections, and the duties of the managers. This section is followed by another 18 pages describing William Tyndale School and setting out its history before the events under consideration.

Then Mr Auld examines events term by term, starting with a description of the junior school and its problems in the autumn term before Mr Ellis's arrival in January, 1974.

He devotes a separate chapter to each of the following terms up to and including the autumn term of 1975, during which the inquiry began. In each chapter the teaching and organization in the school, the activities of staff, managers and the authority are looked at in turn, and their relationships with each other described. The last 80 pages present his summary and conclusions.

In this edited version of Mr Auld's report the connecting paragraphs and summaries in italics are ours.

THE AULD REPORT



Robin Auld, QC

An edited version of the report on the inquiry into William Tyndale School

Compiled by John Gretton and Mark Jackson

The school roll of the junior school was under 250 at the beginning of 1973, falling to 230 at the end of the summer term, 1973—a fall which was in line with a general gradual decline in primary school rolls in Islington.

From 1968 to the end of the summer term, 1973, the head teacher of the junior school was Mr Alan Head. Under his direction the school acquired a good reputation in the area. . . . Relations between Mr Head and his staff, on the one hand, and the school's managers and parents of children at the school on the other hand, were good.

AUTUMN TERM, 1973

The troubles that gave rise to this inquiry began to manifest themselves in the spring term of 1974 after Mr Terry Ellis had taken up his appointment as head teacher of the junior school. However, the circumstances of that school in the autumn term of 1973 were such as to make any incoming head teacher's task a difficult one. Mr Head had left at the end of the summer term of 1973 without a new head teacher having been appointed to take his place by the beginning of the autumn term. . . .

There were many staff difficulties arising from shortage of staff and staff absences, and in one case from inexperience. These problems were compounded by differences of a personal nature and of educational approach between some members of the staff, and also by an increased element of union activity which, though in conformity with official union policy, led to administrative difficulties in the running of the school. . . .

During such a critical period it would have been of the utmost value to the junior school to have received the careful attention and support of the authority through its representatives. Unfortunately, the authority failed to provide the necessary support during this period because, for all practical purposes, there was a gap in the staffing of the district.

Inspectorate responsible for the school, in addition, the junior school was at some disadvantage in that the managing body had only been newly appointed that term and many of its members were unfamiliar with the problems of the school. . . .

SPRING TERM 1974

From the start he (Mr Ellis) introduced regular staff meetings at which the teachers were encouraged to, and did, discuss the educational direction that the school should take. . . .

In these debates, the line of which Mr Ellis appears to have encouraged, the main protagonists on each side were Mr Haddow and Mrs Walker. In brief, and at the risk of over-simplification, Mr Haddow was for radical change to a less formal teaching system where the children had a much greater say in their learning and in the way in which the school itself was organized; whereas Mrs Walker maintained that there should be a firm direction of the children's education so as to teach them the basic skills and equip them properly for the next stage of their development and education. Mr Haddow was supported by Mr Ellis and, in the main, by Mrs McWhirter, Miss Green and Miss Richardson. . . .

On all the evidence put before me relating to these discussions, I am satisfied that both Mr Haddow and Mr Ellis were urging in their staff discussions the need to consider the system of teaching adopted by the school as a vehicle for social change. . . .

Mrs Walker and Mrs Chovil were suspicious of, and impatient with, the introduction of such political and philosophical generalisations into staff room discussions which were supposed to be about the educational aims and methods of the school. For their part, Mr Haddow and Mr Ellis were intolerant of what they regarded as over-

In short, children of that age must be equipped with the essential tools—the ability to read, to write, to express themselves, and to understand basic mathematics—if they are to be able to derive full benefit from the philosophy of teaching or learning propounded by Mr Ellis and Mr Haddow. On the evidence that I have heard, Mr Ellis and Mr Haddow, and those members of the staff sympathizing with their approach, failed in general to strike the right balance between direction by the teacher and freedom of choice by the child.

The formidable weight of evidence given at the inquiry upon which these criticisms are based suggests strongly that the quality of education that the children were receiving was bad.

On the basis of this evidence, and giving a layman's view, I am not satisfied that the education being provided by Mr Ellis and the majority of his staff was overall efficient or suitable to the requirements of the school's pupils as a whole.

Of date assumptions on the part of Mrs Walker and Mrs Chawles about the role of a teacher in modern society.

About the end of February, 1974, Mr Haddow decided to... introduce a system of class opinions which gave his pupils—all aged six to 11—a very wide choice as to how they would spend their day at school. As events turned out, this innovation had serious repercussions throughout the school; and, in my view, was the initial cause of the considerable parental discontent which began to grow towards the end of this term and the beginning of the summer term.

Mr Haddow took this course after discussing it with Mr Ellis and obtaining his agreement. However, Mr Haddow did not, prior to his introduction, discuss it or even inform the staff as a whole of his intentions at one of their regular staff meetings.

In January or early February, 1974, Mr Ellis introduced to the staff discussions on the idea of a reading group scheme under which, for the purpose of teaching reading and language skills, the whole school would be organized for certain set periods into groups according to reading and language ability instead of into class groups according to age.

Towards the end of March, 1974, Mr Ellis called a meeting of parents in order that he and his staff could explain the scheme and answer any questions that the parents might have. It was the first general meeting at which the parents had an opportunity to meet the new head-teacher, and, by all accounts, it was well attended and quite a success.

The reading group scheme did not survive because (i) the scheme was not planned properly; (ii) some members of the staff did not always use the reading group sessions to teach reading or language skills, but allowed the children to follow other activities; (iii) some members of the staff had little experience or knowledge of how to conduct reading groups.

In this first term of Mr Ellis's headship he and his staff enjoyed the goodwill of the managing body as a whole. On the other hand it is a great pity that, due to the circumstances of the changeover in the appointment of the district inspector, Mr Ellis received so little attention and guidance from the authority's inspectorate during this crucial period.

SUMMER TERM 1974

The roll of the junior school was 213 at the beginning of term and 206 at the end of the term. At the roll fell a further 51 after the end of term to 155 by the beginning of the autumn term, making a total drop of 58 over a quarter of the junior school's roll since the beginning of the summer term.

Miss Dorothy McColligan joined the junior school staff at the beginning of the term... [sic] soon demonstrated that her sympathies lay with Mr Haddow and with her arrival the scope of the staff room debates widened so as to include... the relations that the staff should have with each other and with Mr Ellis as the head-teacher in the policy-making and day to day running of the school.

The success of such an approach must depend upon a number of factors, among the most important of which are the competence, experience and personality of the teaching staff, the amount of preparation that they put into their work, the relaxed and fluid teaching methods, the learning capabilities and emotional stability of the children, the balance that is achieved between giving them a measure of freedom in the choice of their learning activities and ensuring that they are taught the basic skills to equip them for their secondary education, and also the balance between a relaxed staff-pupil relationship and maintaining discipline appropriate to children of between the ages of seven and 11.

Long before Mrs Walker started

This increasing parental discontent, and the apparent unwillingness of Mr Ellis and the majority of his staff to recognize that there might be some justification for it or a need to reassure parents... had the following consequences:

(i) Some parents became very suspicious of Mr Ellis and Mr Haddow and those members of the staff who appeared to share their views.

(ii) Mrs Walker began to campaign more actively both inside and outside the school, against what she regarded as a deterioration in the school's standards symptomatic of a trend of declining standards throughout the country.

(iii) Certain of the managers became very much more active than hitherto in an attempt to determine exactly what was going



Summer 1975: the school at work but press reports reveal conflict... under police eyes, ILEA inspectors teachers run their own school... after three weeks on strike, the Tyndale seven go back... their return

Who they are: In order of appearance in this account

- Robin AULD, QC: Barrister at law, independent chairman of the inquiry
- Terry ELLIS: Head of Tyndale Junior School
- Dolly WALKER: Part-time remedial teacher
- Harvey HINDS: Chairman of the ILEA's schools sub-committee and Labour whip
- Irene CHOWLES: Deputy head, Tyndale Junior School
- Brenda HART: Head of Tyndale Infants School
- Anne PAGE: Islington Borough Council's ILEA representative
- Alan HEAD: Former head of the junior school
- Brian HADDOW: Scale 2 teacher
- Jackie McWHIRTER: Teacher
- Shelia GREEN: Teacher
- Stella RICHARDS: Probationary teacher, resigned during inquiry
- Dorothy McCOLLIGAN: Matric teacher
- Donald RICE: District inspector before strike
- Geoffrey WATTS: An officer of TS13, County Hall's disciplinary section
- Patricia BURGESS: Senior assistant education officer, primary branch
- Michael BIRCHENOUGH: Chief inspector
- David AUSTIN: Teacher, resigned before strike
- Robin MABEY: Manager and St Mary's ward councillor
- Jenny BAKER: Conservative group leader on the schools sub-committee
- Hedley WALES: Divisional officer, now retired
- Vivian PAPE: Senior primary inspector, now retired
- Elizabeth HOODLESS: Manager
- Brian TENNANT: Chairman of managers since February 1975
- Stella BURNETT: Chairman of managers September 1973 to February 1975
- Valerie FAIRWEATHER: Manager
- Denise DEWHURST: former parent manager
- Donald HOODLESS: Deputy leader, Islington Borough Council and St Mary's ward councillor
- Alfred GITTINGS: Manager
- Alan PEDRICK: St Mary's ward councillor

her campaign among the parents in June and early July 1974, the effects of the changes introduced under the headship of Mr Ellis were becoming apparent to a whole variety of people concerned with both schools.

Miss Hart's evidence is helpful in this connection because she and her staff had to bear the main brunt of the deterioration in behaviour of the junior school children from the end of the Spring term 1974. Because the problem became so serious and because Mr Ellis and the majority of his staff, despite Miss Hart's repeated attempts to alert him to the problem, were so disinclined to recognize or do anything about it, Miss Hart and her staff were eventually driven to seek the assistance of Mr Rice, the district inspector, in June 1974.

Mr Ellis is an experienced and competent teacher. However, his ability as a headteacher is open to question. Despite his previous experience as a deputy and acting headteacher, his showing at William Tyndale Junior School suggests that he lacked the judgment, the strength of character, and the ability to organize that the position of headteacher of a school of that character required. He appears to have been unable or unwilling to give a firm lead when necessary and he was too readily influenced by the much more doctrinaire and aggressive Mr Haddow.

On the whole the managers came out of this part of the report relatively unscathed. Mr Auld expresses some sympathy for the teachers in the atmosphere of suspicion and conspiracy that was being generated largely by Mrs Walker, but Mr Ellis's action in calling the June meeting is described as "particularly ill-considered" and in the context of the July meeting he is criticized for his "apparent inability or unwillingness to give the parents any worthwhile information about the teaching methods of the school."

At the June meeting, "Mr Ellis and Mr Haddow and the majority of the staff acted in a way as to indicate that their prime concern was for their own professional standing as teachers rather than for the welfare of the junior school as a whole." Mr Haddow's behaviour "fillbustering" and the "scale" report from the July meeting, the report that Mr Haddow left the meeting with him had previously planned this as a possible course of action and that the final

of their "walk-out" was dictated by Mr Haddow. In my view, he had prompted the others to leave because he resented—and does resent, as his evidence to the inquiry indicates—parents, who are not qualified teachers, presuming a question or criticism of the way in which he teaches their children.

And on Mrs Walker: In my view, much of the criticism that Mrs Walker made of the teaching policies and methods introduced to the junior school under Mr Ellis's headship was justified. However, the manner in which Mrs Walker advanced her criticisms in and outside the staffroom and in early 1974 caused great harm to the school and to the relations between the junior school staff, on the one hand, and the parents and managers, on the other.

Her conduct in preparing and circulating a document among parents critical of the school and "springing" it upon Mr Ellis and her colleagues shortly before the parents/teachers' meeting on July 9, 1974, was, in my view, disgraceful.

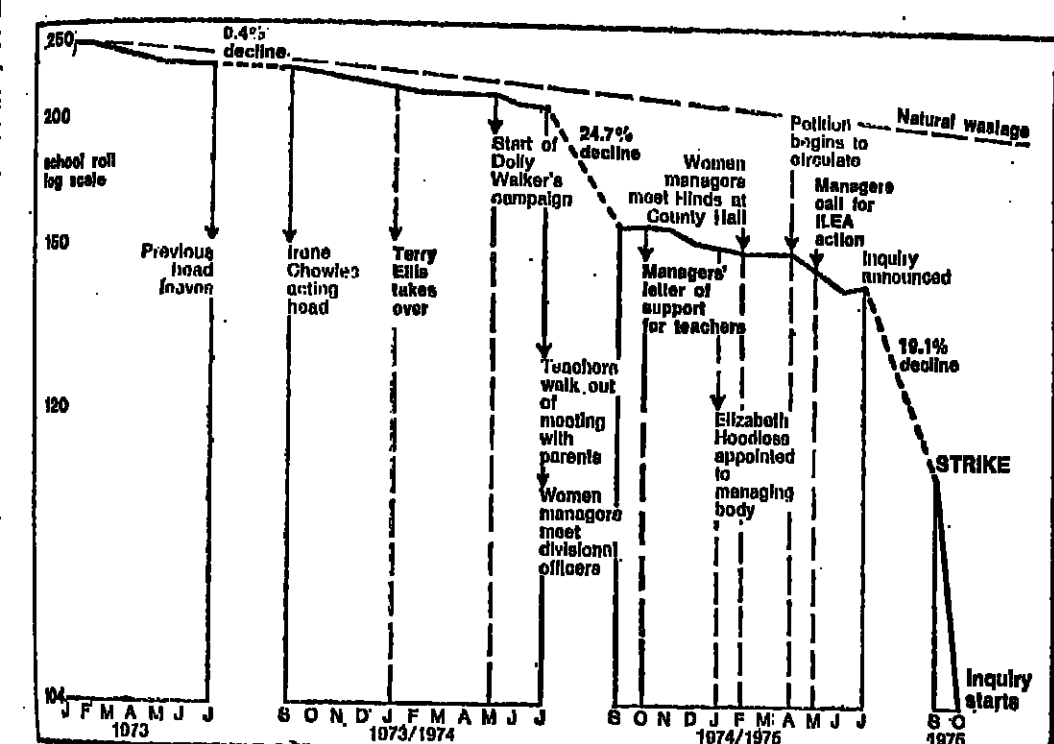
It is the ILEA which comes in for most censure. At their special meeting following the July meeting of parents and teachers, the managers withheld to raise the question of Mrs Walker's behaviour. The advice that eventually came back from Mr Watts, an administrative officer of the ILEA, was that the action should be left to Mr Ellis. In summary, this advice of Mr Watts gave no indication that the authority regarded the problem as calling for any action on its part, and such suggestions that it give any firm, evidence to the managers or the staff of the junior school as to what action should be taken.

It is an example—among many others of this report—of the authority adopting a low profile and leaving people, who had plucked beyond the stage of being able to sort out their own problems, to sort out with it. In my view, the authority should have adopted a more positive approach in relation to the anxieties felt both by the managers and the staff about Mrs Walker's behaviour. The managers should have acted by means of a disciplinary proceeding initiated by itself or, on proper advice, by the managers' or junior school staff.

As a further alternative, the authority could have sought to make arrangements to provide Mr Haddow with employment at another school in the autumn term.



the head, teachers and some parents protest... one mother hurries her child past the picket line... rebel by protest from other parents. Below: the falling school roll.



Mr Rice, the divisional inspector, came in for some more criticism in his first report on the school, following a conference for Mrs Anne Page, the Islington Borough Council representative on the ILEA, telephoned Mr Haddow, chairman of the schools sub-committee, to alert him to the serious nature of the situation. Mr Haddow's response for information came down in a letter to Mr Rice, dated July 8 but dated until after the meeting of parents and teachers the following day before sending it.

Mr Rice's report gave some indication of the junior school's position which had been roughly equally divided in its teaching aims and methods to a staff that was preponderantly in favour of the freer approach to teaching advocated by Mr Ellis and Mr Haddow.

The cooperative teaching system was organized in the following way. Four teachers, Mr Haddow as "the coordinator", and Mr Austin, Miss Green and Miss Richards assumed a collective responsibility for teaching all the second and third-year pupils—about 80 children. The children were divided into three groups... its own classroom. The

There is ample evidence that Mr Haddow is capable of very good work as a teacher... when he wants to. In my view, he has adopted a doctrinaire approach to teaching and his conception of his role as a teacher which has prevented him from making the best use of his talents.

In my view, he was the main architect of the beginning of the troubles of the junior school and was the driving force which caused the junior school staff to adopt the confrontation tactics leading to the final breakdown in relations in the summer and autumn of 1975. It is clear from Mr Haddow's attitude and behaviour that there did not figure very highly in his concept of professionalism a sense of responsibility for the school's pupils.

Mr Hinds considered the junior school staff's request and took the view that it would be inappropriate for him to intervene at that stage. In my view the letter to Mr Hinds was one of the most important indications to the authority in 1974 that the school was in serious trouble. It indicated in the clearest possible terms that the junior school staff were in conflict with the managers and were questioning the willingness to help them of the district inspector.

One of the functions of the authority's divisional office organization was to act as a "early warning system" for County Hall. During 1974 the system failed badly in respect of William Tyndale Junior School.

On December 5 Miss Hart went to Mr Watts, divisional officer, to complain of the undisciplined behaviour of the junior school children.

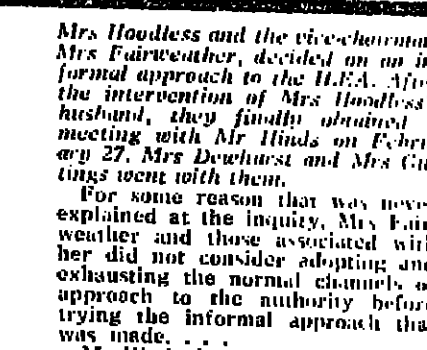
Whether the junior school staff, if left to themselves, would ever have made a successful school of William Tyndale Junior School will always be a matter for speculation. On the evidence available to the inquiry, however, it would, at best, have been a very slow process. Mr Rice was still showing a disinclination to accept the advice of Mr Hinds on matters of organization and teaching methods in the school; the junior school staff perhaps felt that they had shaken off the managers in their attempt to exercise some oversight of the conduct and curriculum of the school; and relations with the infants school staff were still at a low point.

There had already been over a year of disruption in the school; discontinuity of teaching due to shortage of teachers; two short-lived and unsuccessful teaching innovations—Mr Haddow's class options scheme and the reading group scheme; a major and badly planned and executed reorganization of half of the school into a cooperative teaching scheme; and much of this against a backdrop of disputes and acrimony among those responsible for the various capacities for the working of the school.

Early in the New Year, Mrs Page put the idea of a full inspection to Mr Rice, who in turn put it to his superior, Dr Michael Birch-nough, the chief inspector. Dr Michael Birch-nough, the senior primary inspector. The idea was rejected because it would increase the pressures on the staff.

The approach of Dr Birch-nough, Mr Pape and Mr Rice to the question of an inspection is reminiscent of the reaction in July, 1974, of the divisional office staff to the suggestion that the authority should intervene in some way. The only reason the three men could have had for considering the need for an inspection was that there was serious concern about the way in which the school had been conducted since Mr Ellis had become its head-teacher. That being so, I cannot understand why such great weight was given to the sensitivities of the teachers, or of the head-teacher, in the decision to make the school had had so many troubles. To defer to their sensitivities was to put at risk the education of the pupils, whose interests, in my view, should have been regarded as paramount in making a decision of this sort.

There were two important changes in the managing body in January and February 1975, respectively. First, Mrs Elizabeth Hoodless was replaced by Mr Brian Tennant as chairman of the schools, replaced Mrs Burnett as chairman of the managing body in February, 1975.



Mrs Hoodless and the vice-chairman, Mrs Fairweather, decided on an informal approach to the ILEA. After the intervention of Mrs Hoodless's husband, they finally obtained a meeting with Mr Hinds on February 27. Mrs Dewhurst and Mrs Gittings went with them.

For some reason that was never explained at the inquiry, Mrs Fairweather and those associated with her did not consider adopting and exhausting the normal channels of approach to the authority before trying the informal approach that was made.

Mr Hinds, having listened to what the ladies had to say and the suggestions that they had made, said that he would check reports from Dr Birch-nough, the chief inspector, and Mr Rice, and that he would meet with them again to discuss what should be done in the light of those reports.

On the following day, February 28, 1975, Mr Hinds arranged a meeting with Dr Birch-nough, Mr Watts and Mr Rice. After discussing the school with them, he asked Mr Rice to visit it and make a confidential report to him of his standard and attainments.

The report was sent to Mr Hinds and copies of it to Dr Birch-nough, the chief inspector, and Mr Pape, the senior primary inspector. The three men appear to have taken the view that, although it was a critical report, it contained some positive points and that no drastic action was called for from the authority. However, Mr Pape did suggest in a minute to Mr Rice, that he should arrange for some specialist inspector to visit the school to give guidance in those subjects that were below standard.

It is a matter for particular regret that Mr Rice did not follow up Mr Pape's suggestion—a suggestion that was undoubtedly a very modest prescription for the ills of the school at that time.

Having received the report, Mr Hinds arranged another meeting, this time with Mrs Fairweather, Mrs Gittings, Mrs Hoodless and Mrs Page. The managers came away from the meeting believing that the authority would find it easier to take action if there were some evidence of community concern such as a petition.

In his position as chairman of the schools sub-committee and his great experience in the authority's affairs it was, in my view, a grave error of judgment on his (Mr Hinds's) part that he did not advise in the most emphatic terms against the circulation of a petition as soon as mention of it was made. It was an error of judgment that proved to be a major contributory factor to the final breakdown of relations that followed between the managers and staff.

As Mr Hinds was eventually constrained to admit in evidence at the inquiry, the circulation of any petition in terms critical of the school and its staff could only be harmful to the school. The case in a petition organized by anybody, but a petition organized by the school's own managers would be particularly damaging.

Moreover, these were managers, who according to Mr Hinds's evidence to the inquiry, he did not expect to act with restraint. It was singularly pointless for him, on the one hand, to urge the inspectorate to give all possible support to the school and, on the other hand, to

give countenance to a petition which, whatever its precise terms were to be, could only be critical of and, therefore, damaging to the school.

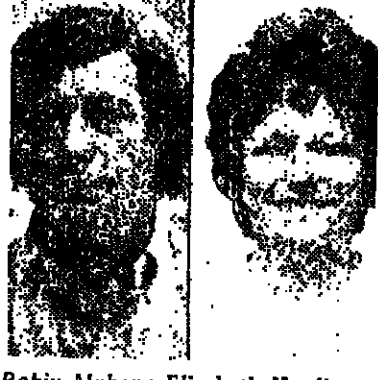
It follows that in my view, it was quite wrong of Mr Hinds to allow the three managers to leave him thinking that one of the methods by which they could express to County Hall local community concern was the circulation of a petition critical of the school. He should have advised emphatically against any petition as soon as mention of it was made.

In his position as chairman of the schools subcommittee, and with his great experience in the authority's affairs, it can only be regarded as a grave error of judgment on his part. It was an error of judgment that proved to be a major contributory factor to the final breakdown of relations between the managers and staff of the school in the summer of 1975.

Mrs Fairweather's conduct as vice-chairman of the managing body of the school is particularly open to criticism in this respect. It was bad enough arranging the two confidential meetings with Mr Hinds without informing the chairman of the managers and the managing body of a whole, but it became even more serious when she went on to decide upon, and eventually to assist in, the circulation of the petition about the junior school without ensuring that all her fellow managers had an opportunity to consider it first. No special meeting of managers was called, and the managers did not meet together until nearly two months later, on May 19 1975, for their regular termly meeting.

The petition was drafted by Mrs Hoodless in the following form: "We, the undersigned, are concerned at the deteriorating quality of education at the William Tyndale Junior School and note the rapid decline in the roll at a time when neighbouring schools are full and call upon the ILEA to take urgent steps to reestablish public confidence in this junior school."

It was decided that it should not be circulated among the managing body generally or among the parents of children at the junior school, and that, so far as possible, its circulation should be kept a secret from the junior school staff.



Robin Mahey; Elisabeth Hoodless

(Mr Mahey) regarded rule 2 of the rules of management as conferring upon him an individual 'right' rather than imposing upon him a 'responsibility' to be shared with his fellow managers and exercised in consultation with Mr Ellis.

Both Mrs Fairweather and Mrs Hoodless appear to have regarded the local political machinery as that most appropriate to finding a solution to the junior school's problems, and the managing body as a mere adjunct to that machinery.

Despite the attempts at secrecy, news of the petition filtered through to Mr Ellis and his colleagues. The effect upon them was predictable; it was as if alarm bells had been set ringing throughout the school. It threw them back into their aggressive attitudes of the previous year.

The decision to organize such a petition was bad enough. The decision to circulate it secretly among the particular sections of the local community selected caused incalculable damage to the school and to the morale of the junior school staff by the fears, in many cases totally without foundation, that were engendered among them by the inevitable rumour-mongering that occurred.

Mr Mahey brought along a copy of the petition to the managers' meeting on May 19. The managers also had before them an official report showing that the roll had fallen by over one third during the last two years, while that for neighbouring schools had remained fairly steady. At the meeting Mr Mahey proposed, and Mrs Hoodless seconded, the resolution:

"We, the managers of William Tyndale School, note with concern (1) the petition circulating in the neighbourhood about the school;

(2) the rapidly declining roll; and call upon the ILEA to take urgent steps to restore public confidence in the school including consideration of reorganization as a J.M. and school."

On May 23, 1975, Mr Ellis wrote a most important letter to Mr Rice asking for help:

"In view of this, I feel that the staff are in need of the guidance and reassurance of a professional educationist and seriously request that you come to the school as early as possible after half-term to meet the staff and discuss these important matters with them."

The earliest date that Mr Rice suggested was July 1. At a visit by him to the school to discuss with the staff the matters raised in Mr Ellis's letter was July 1, 1975, that is over a month later. Each of the managers and the teachers then returned to pressure the school to take action. The teachers then returned to pressure the school to take action. The teachers then returned to pressure the school to take action.

Towards the end of June the teachers, encouraged by Mr Ron London, treasurer of the MLTA, and following an attempt by Mrs Gittings to visit the school, decided to exclude all managers from the school during working hours.

The managers responded by going to the school. The first shot was fired by Mahey who, in company with his fellow ward councillors from St Mary's ward, Mr Hoodless and Mr

Pedrick, wrote a letter on June 25, 1975 to the Editor of the *Islington Gazette*. . . The other managers involved in the press campaign were: Mr Tennant, Mrs Fairweather, Mrs Hoodless, Mrs Gittings and Mrs Burnett.

As a result of an initiative by Mrs Burnett, the first article in the national press appeared in *"The Times"* on July 2, the very day that for the first time both sides to the dispute had been brought together at a meeting at County Hall chaired by Mr Hinds. All these initiatives, by both teachers and managers, are roundly condemned by the report. Of the managers, the report says:

I suppose that many of the managers, being directly involved in the closely interested local political, regarded pressure, including that of wide press publicity, as a legitimate weapon in a cause in which they fervently believed. However, the use of such pressure seems to me singularly inappropriate way of trying to solve the problems of a junior school.

At the meeting at County Hall, the managers had pressed for an inspection by Her Majesty's Inspectors. Following that, Mr Hinds came to the school for a meeting with the teachers, who then wrote asking for an inquiry by the Secretary of State.

It should be noted how much the junior school staff relied on this letter, and in subsequent correspondence to the authority in similar vein, upon the assertion that the authority's inspectors had "expressed no concern about the educational efficiency of the school". This was a clear lie, as it was given by Mr Hinds to the account of the meeting with them on July 8, 1975, to him about the school. It is significant that Mr Hinds, when giving this passage from the inquiry about this passage from the staff's letter, expressed the view that it was "not an unfair statement to say that the authority had said that there was nothing educationally wrong with the school". One has only to look at Mr Rice's report to see that this account of the meeting was incorrect, and that if Mr Hinds had sent it in anything like such terms to Mr Ellis and his staff he gave them a totally misleading impression.

The authority was now faced with a request from both sides—a request from the junior school staff that the Secretary of State should hold an official inquiry into the conduct of the managers, and a formal resolution from the managers calling for a wide-ranging inspection by Her Majesty's Inspectors of both schools, including the teaching administration and management. The authority, in the face of these conflicting requests, decided that it would itself conduct both an inspection of, and inquiry into, the affairs of the schools.

AUTUMN TERM 1975
The roll of the junior school at the beginning of term was 114, thus showing a sharp drop of 27 from the end of the summer term figure of 141.

The staff decided to extend to the whole school the co-operative teaching and options scheme which they had introduced for the second and third year groups at the beginning of the previous school year.

They also decided to resist the inspection and to this end went on strike on September 22. A partial strike was nevertheless carried out, the results of which were leaked to the press by Mr Tennant. The managers, in their turn, passed a resolution which, if it had been implemented, would have amounted to a "lock-out" of the teachers, who eventually went back and cooperated, albeit minimally, with a second inspection on October 16.

The report ends with a homily: "If personal relations between the teaching staff and the managers of a school are good and both groups of people behave reasonably, the rules of management may not need to be consulted very often."

It is clear from the report that the relations between the two groups are bad, then the rules of management should provide assistance. They will only do so, however, if they spell out in clear terms the respective areas of responsibility of the various parties concerned in the conduct of the school, and if all the parties concerned take the trouble to interpret themselves of and apply such rules.

On that note I conclude my report.

Some comments from the report

On managers

The authority had and has no machinery for the consideration of complaints against managers.

Although some oversight of the conduct and curriculum of the school by someone other than the headteacher is no doubt necessary, one of the many questions that this inquiry has brought to the fore is whether managing bodies are presently constituted, or at all, are the bodies best qualified to exercise that function.

It is difficult to know in practice what this responsibility of "oversight" by the unqualified over the qualified can amount to.

If the managers and the head teacher disagree about the managers' role, or relations between them, generally are bad, then:

(i) The managers should act corporately.

(ii) Managerial oversight can only be exercised under rule 2 . . . in consultation with the head teacher.

(iii) If the head teacher is adamant in his refusal to accept that there is any justification for the managers' concern, the managers should draw the matter to the attention of the authority by means of a resolution voted upon at a properly constituted managers' meeting. Such a resolution could call upon the authority to institute a full inspection, or it could simply express in general terms the managers' concern about the school.

(iv) The district inspector and/or other representatives of the authority may take the view that the managers are not justified in the concern that they have expressed, while accepting the justification for that concern, do insufficient to require the head teacher to remedy the position. In either of the latter two cases the managers have only two courses of action properly open to them if they feel strongly about the matter. They are:

(a) to make a complaint against the head teacher and/or members of his staff for inefficiency, misconduct or indiscipline under the authority's disciplinary procedures;

(b) to invite the intervention of the Secretary of State by requesting him to direct a local inquiry under Section 93 of the 1944 Act and/or to refer the matter to the Secretary of State under Section 67 of the 1944 Act for determination by him.

On the I.E.A.

The authority has made rules of management in common form by virtue of which it has exercised its statutory power to direct itself of the exercise of control of the conduct and curriculum of each of its county primary schools. The effect of rule 2 . . . is to vest the control over the headteacher subject to the oversight of the managers. The authority, however, has not divested itself of its power of control.

I say that for two principal reasons:

(i) the rules themselves, by rule 1, expressly reserve to the authority the power to intervene by giving directions; and

(ii) the authority has power to amend its rules of management generally or in the case of any particular school so as to re-vest in itself wholly or partly the exercise of the control of the conduct and curriculum of a county primary school.

If one of the authority's county primary schools is not providing an efficient education, or education suitable to the requirements of its pupils, or if failing to give appropriate regard to the wishes of its pupils' parents, then, regardless of the person or persons in whom the exercise of the control of the school is vested for the time being, the authority must intervene to ensure that it fulfils its fundamental obligations.

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If advice and persuasion by the authority's inspectors fail to produce the desired effect, the authority must take some effective action in relation to the school to remedy the situation. . . It can give directions to the headteacher under rule 1 of the rules of management to re-vest in itself in whole or in part the exercise of the control of the conduct and curriculum of the school; it can apply sanctions to the headteacher and staff of the school; it can exercise its disciplinary powers, leading to termination of their employment with the authority; it can close the school and provide its pupils with alternative and suitable education at another school; or it can reorganise the school so as to achieve the desired result.

The solution that the authority chooses for such a problem is in relation to any particular school necessarily depend upon a number of practical considerations—least of all the regard that the authority has for the views of the teachers' professional associations in such matters. Nevertheless, however unpalatable and whatever the practical, policy, or political difficulties in choosing a solution, the efficient or suitable education is being provided to the school or insufficient regard being to the wishes of parents of pupils at the school, the authority must do something about it.

The combined effect of the rules of management made by the authority and its interpretation of its role, as expressed by its witness at the inquiry, may impose upon the inspector a formidable task in certain instances. That is because the authority has no policy:

(1) As to standards of attainment at which its primary schools should aim;

(2) As to the aims and objectives of the primary education being provided in its schools, save the very possible general aim of providing the best opportunities to be given to the children to acquire the best skills and social attainments available at the age of 11; they can train secondary schools equipped to do so; or

(3) As to the methods of teaching to be adopted in its schools.

My purpose in recording this lack of policy is not to criticize the authority—whose approach, I understand, is typical of most local education authorities in the country—but to demonstrate the difficulties for its inspectors in the diagnosis of its advisory function that it has. Thus, if a headteacher is convinced that a particular educational policy or method is right for his school, and the district inspector is equally convinced that he is wrong, by what yardstick does the inspector judge and seek to advise the headteacher that he is wrong?

If the headteacher persists in ignoring the inspector's strong advice, upon what basis can and should the authority intervene? One of the ways that have been mentioned in paragraph 820 above? The headteacher is to be left to go his own way until the authority is satisfied that it is not fulfilling its statutory obligations and/or that there is sufficient evidence to justify disciplinary proceedings for "oversight" in consultation with him, of the managers. The authority, however, has not divested itself of its power of control.

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BRIAN HILL reviews language materials

Teenage tourists on the continent

Go! France, No. 2, by Julie Critchenden and Marie-Jeanne, London: Longman, 1975. 140 pages. 1.40p. Each additional pupil's book 10p.

This pack comprises three 26-frame filmstrips, a cassette, one pupil's book and a set of teacher's notes. It is intended for children aged between 11 and 16, providing linguistic material for the less able and background studies with a language bias to the more capable pupil. The notes contain suggestions for use of the pack, the text of the recorded material and background notes.

The pupil's book reinforces the material seen in the filmstrips and provides comprehension questions in French and English. The book is laid out attractively, set out with illustrations and black and white photographs.

The three topics developed in the filmstrips are *Shopping*, *Going to the cinema* and *What else to buy*. The teachers might object to the use of the filmstrips in the classroom, but they are well produced, interesting and well presented. They are, like other series of films, designed for a wide screen. *Going to the cinema* is a cassette, one pupil's book and a set of teacher's notes.

The cassette provides a sort of radio-visual descriptive commentary and is a useful tool for vocabulary and structures. It is recorded in French. Whereas the filmstrips provide a visual contribution to the use of the cassette, the cassette is more likely to be used by the teacher, rather than the pupils, to provide a visual contribution to the use of the cassette.

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is not a comprehensive survey of food in France, but concentrates on the sort of food teenagers might want. Sandwiches, ice creams, crisps, cachoules from small stalls, drinks and sweets from automatic machines. The service offered at cafés and restaurants is contrasted and the filmstrip ends with a mouth-watering visit to some food shops in the heart of Paris.

Going Out shows different ways of shopping in France—les *hôtels-marchés*, *mini-bike* (Paris), *Vélo* *train-éto* with visits to Paris, Amboise, swimming pools, cinemas and, of course, *un café*. This is all to give an idea of what young people in France might like to do with their spare time.

Having dealt with the essential things needed for survival, the filmstrips, *What else to buy*, turns to a survey of the shops where stamps, postcards and magazines and aspirins can be bought. Here again there is plenty of variety and opportunity to adapt the presentation to particular class circumstances.

The cassette provides a sort of radio-visual descriptive commentary and is a useful tool for vocabulary and structures. It is recorded in French. Whereas the filmstrips provide a visual contribution to the use of the cassette, the cassette is more likely to be used by the teacher, rather than the pupils, to provide a visual contribution to the use of the cassette.

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From "Investigating Motion"

Time and motion studies

by Keith Stapylton

Image and Imagination by Sarah McNeill. Gateway Productions Ltd, 29/31 Broad Street, Bristol BS1 2HF. Three learning packages, £17.75 each.

The titles in this series, aimed at children aged five to nine, are *Investigating Time*, *Investigating Motion* and *Investigating Space*. Each consists of a filmstrip, accompanying cassette, 10 or 11 wall-charts, and 11 spirit duplicator masters for worksheets.

Investigating Motion includes work on clocks, calendars and musical time; *Investigating Motion*: earth and planetary motion, human movement and machines; *Investigating Space*: light, heat, communication, sound and dimension.

The author suggests that each kit would be used for a term. In a typical week, discussion of a chart showing sound vibrating in air would be accompanied by a worksheet showing vibrating instruments. The teacher is advised to present seven teaching points, and the children are assigned four tasks: drawing sound sources, drawing warning sounders, making a strung instrument, and forming mugs from "clay".

The teacher's notes are comprehensive and useful. The author suggests the assignments are only an outline of a possible programme. In many ways, these kits would

seem most suited for groups or a whole class when about two hours would be needed for each week's work. Although much integrated work is suggested, teachers teaching individual work will need to make up assignments on cards. In this case the kits probably need too much adaptation to prove very useful.

It might seem difficult to sustain interest in a kit over a whole term, especially with this age range. There is nothing in the material which makes this necessary. Approaches involving more concentrated work, or consideration of self-contained topics, such as earth motion or machines might be more appropriate.

No doubt cost dictated the use of only red and blue on thinish paper for the charts, and the four rather unattractive appearance of spirit duplicated worksheets. This detracts greatly from the child appeal of the material. The work is generally only involve colouring in outlines and copying printed words. Some teachers might prefer to make-up their own assignments, based on the suggestions offered in the manuals.

However, the filmstrips and tapes are very useful and could produce some useful discussion and work. They are more suitable for children at the top end of the suggested age range, while the worksheets and charts seem aimed more at the younger end. If the school can use all the components, the kits could be considered fair value for money.

California dreaming

by M. J. Clarke

Energy California Filmstrips compiled by Ruth Wray for North America series. Visual Publications, 197 Kensington High Street, London W8 6BB. Filmstrips £2.50 each, including optional audio cassette £2.25 each.

VP's North America series has been extended by two titles—one systematic and one regional—in keeping with the balance of the series as a whole. The full line now provides the teacher with sufficient coverage for cross-reference between filmstrips to offer many avenues for developing special themes or contrasting case studies.

The two recent additions are an excellent sample of the academic potential of the dual systematic/regional approach of the series, and the generally high standard of conceptualization and presentation of both the filmstrips and their optional audio-cassette companions.

The standard format is now double-frame, giving considerable scope for the pictorial impact of the air photographs and coloured maps. These are extensively used to give a perspective to the more usual range of ground shots in California. The technical quality of reproduction is faultless, and combined with simple but imaginative design and excellent free-style draughtsmanship, this serves to make the diagrammatic element one of the highlights of these strips.

The range of topics is predictable but interesting and wide-ranging, moving from a physical and historical introduction, through a water-oriented look at agriculture, to a general study of industry and towns. The treatment is informative and if a little restrained. In general it is wise to avoid allowing extremes to dominate regional study, but this might be a case in which extremes are such a feature of the area that more emphasis to the most impressive and least impressive aspects of the state's development could be justified.

The study of *Energy* is exemplified from North America but it could well be used as a systematic topic. General matters concerning the origin and development of energy sources are emphasized, rather than space-specific aspects of their American location. After introducing the dominance of North America in world energy production and consumption, the strip deals mainly with detailed studies of petroleum and natural gas (8 frames) and coal (10 frames), with a six-frame presentation of alternative sources such as nuclear, hydroelectric, wind and solar energy. Future developments within the lifetime of the strip and the present content of many classroom energy projects might have justified more attention to the alternatives. However, the chosen balance faithfully reflects the current pattern of energy consumption, and the blend of photographs, maps and diagrams provides an admirable format for its presentation.

From Greece to Berlin

Greece 35 206
Aristo Soundvision 35 171
Berlin: East and West 45 101
Slide sets by Dr Frank Carter
Audio-Visual Productions
Temple Sheen Road, London SW11 7PY. Each set, £4.36.

These three slide sets, each of 24 pictures, are among the 13 regional titles added to Audio-Visual Productions' extensive geography catalogue. It is difficult to generalize on their themes and approaches, since no clear explicit or implicit structure emerges from the slides of their rudimentary accompanying notes.

Greece provides a reasonably varied visual diet of classical archaeology and rural cultural landscape, with some hints on both the physical basis of land use and its traditional relationships. *Aristo Soundvision* gives a predictable emphasis to physical landscape, and briefly examines aspects of traditional and modern life-styles within this environmental setting.

The theme of *Berlin: East and West* is more difficult to specify. Ostensibly it concentrates on architecture and urban planning philosophy, though with frequent political undertones (which may be implicit in the decision to devote eight of the 24 pictures to the Berlin Wall). By the end of this set the explanatory notes, at best never more than skeletal, apparently abandon the attempt to find significance in the individual pictures. The last three slides are hunched together under the title: "West Berlin, new estate, Gropiusstadt".

These sets are best regarded as collections of geographical pictures rather than coherently designed educational units. The selection of material and order of presentation at times appear almost random. A well-informed teacher supported by modern texts could build the illustrations into authoritative audiovisual statements. However, since the value of these rather expensive sets lies in the pictures rather than the thinking behind them, it is unfortunate that technical quality is unimpressive, particularly in the case of Greece and Berlin.

This summer, the Tate Gallery is offering several activities for children and young adults who feel like joining in. Alongside the usual trails—answering questions or spotting details in pictures—lectures, tape/slide programmes and "Picture Plays".

In "Picture Plays" Adrian Chappell and Alison Black will take groups of up to 30 children into the galleries for a project. The children will be encouraged to talk about their reactions during the project. "Picture Plays" are for children aged between eight and 14, and run during weekdays from August 2 to 20 at 10.30 am.

At weekends from August 1 to 29 Laurence Bradbury will lecture on artists who use animals, birds, fish and insects in their work. The weekday tape/slide programme will look at form

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Colleges of Further Education

Heads of Department

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Other Appointments

CITY OF BIRMINGHAM
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KETERING TECHNICAL COLLEGE

Principal

Required from 1st January 1977 or as soon as possible thereafter.

Salary: Group 5, £9,865

Further details and application forms are available from the County Education Officer, Further and Higher Education Branch, (KTC/P), Northampton House, Northampton NN1 2HX.

Closing date for applications: 16th August 1978.



Further Education

LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
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THE NAUTICAL COLLEGE
Broadwater, Fleetwood
1st September, 1978
(1) MATHEMATICS/PHYSICS to O.N.O., O. & S. Final Levels.
(2) NAUTICAL SUBJECTS, Deck Cadet and Officer Courses.
Lecturer 1.
Forms/Details from/to: The Principal at the College.

Paddington College

Physics and Mathematics Department

Visiting Teachers of Metalwork

to assist a full-time lecturer, in the Department's own workshop, to teach metalwork and some woodwork to classes of science laboratory technicians and others who need an introduction to techniques.

Dry and evening classes need to be covered. The work is mainly category V at £7.36 (under review) for a two-hour session.

Please write giving details of experience and availability, to the Head of the Physics and Mathematics Department, Paddington College, Paddington Green, London W2 1NB.

ilea

CITY OF BIRMINGHAM

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Shropshire
Education Committee
H.M. Borsal, Stoke Heath

Lecturer I Remedial English

Primarily required to organize and monitor remedial work undertaken by a team of part-time teachers, but able to offer other subjects in order to fit into a team working an extended year.

Application forms and further particulars (send SAE) from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.



Salop County Council



Adult Literacy Resource Agency
In collaboration with

**NORFOLK COUNTY COUNCIL
EDUCATION DEPARTMENT**

Full-time Assistant Literacy Co-ordinator for East/South Norfolk

Applications are invited from suitably qualified persons for a full-time engagement with the Adult Literacy Resource Agency until 31st March, 1977.

The successful applicant will be responsible to the Adult Literacy Co-ordinator for Norfolk and should have experience in Adult Education or Adult Literacy work and will be expected to work with the Adult Literacy Project in East and South Norfolk.

Salary in accordance with the Lecturer, Grade 1, scale of the Norfolk Further Education Board, 1975, scale of Living Award 1976 (£2,400-£4,377 plus £212 per annum).

Further details from the County Education Officer, Further Education Division (Adult Education), County Hall, Marlborough Lane, Norwich NR1 2DL.



SURREY COUNTY COUNCIL

H.M. DETENTION CENTRE,
Send, Woking, Surrey

Required as soon as possible:

DEPUTY EDUCATION OFFICER

Salary Scale 3 plus Fringe Area London Allowance, £150 p.a.

To act as Assistant to the Education Officer at the above Centre and teach on 40 per cent timetable.

Duties include day-to-day maintenance of day and evening programmes for up to 140 boys committed by Courts in South East England. Management and control of a large part-time staff of teachers, responsibility for supply of materials and stores and supervision of classes one evening per week. The establishment is manned 48 weeks per year and whilst a full complement of holidays are given, there are staggered to suit the demand of the Centre. Teaching experience should include skill in teaching REMEDIAL ENGLISH and MATHEMATICS.

Generous relocation expenses in approved cases. Application forms and further details available on receipt of a stamped, addressed, foolscap envelope from the Area Education Officer, 145a North Street, Guildford, Surrey.

Principal

Knuston Hall Residential College
of Adult Education,
Nr. Irchester, Wellingborough, Northants.

Applications are invited from experienced adult educators for the above post. Previous residential experience would be an advantage. The salary is currently on the Southbury Scale equivalent to Head Teacher Group 6 (£25,583-£28,207 plus £312 cost of living supplement).

The post is residential and the successful applicant will act as both academic and administrative head of the institution. The available residential accommodation can be adjusted according to family needs.

Further details and application forms may be obtained from the Personnel Officer, County Hall, George Row, Northampton (telephone 0604 34833 Ext. 5877), to whom completed forms should be returned by 16th August 1976.



**Northamptonshire
Education**

**COMMUNITY SERVICE
YOUTH AND
ADULT**

LONDON, N16

Applications are invited from suitably qualified persons for the post of Lecturer in Remedial English. The successful applicant will be responsible for the day-to-day maintenance of day and evening programmes for up to 140 boys committed by Courts in South East England. Management and control of a large part-time staff of teachers, responsibility for supply of materials and stores and supervision of classes one evening per week. The establishment is manned 48 weeks per year and whilst a full complement of holidays are given, there are staggered to suit the demand of the Centre. Teaching experience should include skill in teaching REMEDIAL ENGLISH and MATHEMATICS.

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Live and work on an Island in the Thames

Conference and water pursuit centre - Raven's Ait

A modern purpose built centre on an island in one of the most attractive positions on the Thames in the Royal Borough of Kingston-upon-Thames and close to Hampton Court Palace. Recently purchased by the Authority for its Youth Service for development as a conference and training centre for staff and young people. Excellent residential accommodation for centre staff. Completely new staff now to be appointed.

Married couple as

Resident Warden

To be responsible to the Principal Youth Officer for the total management of the centre. Applicants should have appropriate previous experience. Knowledge of water pursuits an advantage but not essential as expert support staff will be provided. Salary on the scale £2403 - £2883 inclusive together with emoluments of a modern 4 bedroom house in a delightful setting.

Domestic Bursar

To be responsible to the Warden for the domestic arrangements, including supervision of domestic and catering staff. Applicants must have relevant experience and preferably a recognised qualification in institutional management. Salary on the scale £2289-£2684 inclusive.

Married couple as

Deputy Warden

To assist and deputise for the Warden as required and in particular to be responsible for the day-to-day activities. Applicants must be suitably qualified and experienced. Salary on the scale £2403 - £2883 inclusive together with emoluments of a modern 4 bedroom first floor flat.

Cook-in-charge

Applicants should be suitably experienced and qualified, preferably by City and Guilds. Salary - £47.55 inclusive a week.

For further details and application forms please apply to Miss Rose, R.O. (Estab. 4), The County Hall, London, SE1 7PB or telephone 01-883 7465.

ilea Inner London Education Authority

THE ROYAL PHILANTHROPIC, REDHILL, SURREY DISAPPOINTED TEACHER APPLICANTS

Why not gain invaluable experience
in a Community Home (E)?
The Royal Philanthropic may be able to
offer you just such an opportunity.
Write Principal for further particulars.
(Foolsap SAE please)

London Borough of Ealing EALING EDUCATION SERVICE Community Tutor

Salary: £4,798-£5,352 per annum inclusive.
Plus a supplement £312 per annum in line with
recent joint negotiations

Applications are invited from suitably qualified teachers and/or youth and community workers with experience in the field of community education and/or in development. Duties attaching to the post of Community Tutor include the leadership of an Area Youth Work Team and helping Schools and other parts of the Education Service to develop the community aspect of their work. This is an excellent opportunity for candidates with the appropriate background to help in the development of an important area of work within the Ealing Education Service.

The Council offer 100 per cent removal expenses, legal and estate agents fees up to £200 and lodging allowance. Season ticket loan available.

Further particulars and application form from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, Ealing W5 5SU. Forms to be returned within fourteen days of the appearance of this advertisement.

Youth and Community Workers

Our Youth Service is developing fast, and needs qualified and experienced Youth Workers to help contribute to the social education of young people in this North East London Borough.

The community as a whole is mixed and varied. Incorporating many differing cultures and social backgrounds and the work therefore demands a lot of enthusiasm, energy and a real concern for young people.

ESSEX COUNTY COUNCIL EDUCATION DEPARTMENT

Senior Officer (Placement) £4,551-£4,857

Required in the Special Education Section of the County Education Office. Responsibility for determination of placement of handicapped pupils in day and residential Special Schools and associated administrative work.

The post is open to male and female applicants.

Application forms and further details from the County Education Office (G), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex. (Telephone Chelmsford 67222 ext. 2608). Closing date 8th August 1976.

Methodist Guild Holidays

Social Secretary

This post calls for someone, 20-30 age group, fond of walking, able to plan excursions, organise social evenings, conduct prayers, mix with guests of all ages, typing an advantage. Good salary, board accommodation, 4 weeks holiday, pension scheme.

Write: Miss Mungall,
Sidholme, Sidmouth, Devon.

NATIONAL YOUTH BUREAU

The Bureau, which is the governmentally backed national resource centre for adolescent social education offers a new post.

INFORMATION OFFICER

(Europe and Commonwealth)

AP2 £2,529-£2,853 plus £312 p.a. supplement

The officer will have two responsibilities: to collect and make available, in co-operation with the Council of Europe, information about projects termed "animation socio-culturelle" (socio-cultural community development); and to collect and make available, in co-operation with the Commonwealth Youth Programme, information about youth work in Commonwealth Countries. This post is financed by the Department of Education and Science. Training and experience in document processing would be helpful; ability in French would be a distinct advantage.

Further details and application forms (to be returned by 8th August 1976) from: Director, National Youth Bureau, 17-23 Albion Street, Leicester. (0533 538811).

Infant School Teacher Mediterranean Coast

Following expansion of the company's English Primary School in Annaba, Algeria, we require an additional teacher for the second Infant Class age group 5-7, to take up appointment on 8th September 1976.

Applicants must be qualified with several years' experience of infant teaching. Some musical ability, as with the piano is required, and a basic knowledge of French would be a distinct asset.

The School was established three years ago for the education of the children of our employees engaged in engineering consultancy work for the Algerian State Authority. We anticipate that approximately 120 children will be on the school roll in September, aged between 5 and 15 years. The School provides primary/middle education only compatible with current UK practice so

ADMINISTRATION Local Education Authority continued

LANCASHIRE EDUCATION DEPARTMENT WYKE DEAN

THE NATURAL OFFICE
Education
Applications are invited for the post of Natural Office Officer. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Natural Office Officer, Education Department, Wyke Dean, Lancashire. Closing date: 8th August 1976.

NEWCASTLE upon Tyne

EDUCATION COMMITTEE
COUNCIL SECRETARY
Applications are invited for the post of Council Secretary. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Council Secretary, Education Department, Newcastle upon Tyne. Closing date: 8th August 1976.

STIRLING

CENTRAL REGIONAL
YOUTH AND COMMUNITY
OFFICER
Applications are invited for the post of Youth and Community Officer. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Youth and Community Officer, Education Department, Stirling. Closing date: 8th August 1976.

WEST SUSSEX

ADMINISTRATIVE ASSISTANT
Applications are invited for the post of Administrative Assistant. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Administrative Assistant, Education Department, West Sussex. Closing date: 8th August 1976.

General

CAMBRIDGESHIRE
COLLEGE OF ARTS AND
DESIGN
Applications are invited for the post of Administrative Assistant. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Administrative Assistant, Education Department, Cambridgeshire. Closing date: 8th August 1976.

Child Care

OXFORDSHIRE

THE PRINCIPAL OF BRACKLEY
Applications are invited for the post of Principal. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Principal, Education Department, Oxfordshire. Closing date: 8th August 1976.

Algeria

that children can return to schools in this country after two or more years in Algeria without loss of educational progress. We offer a 2 year contract (renewable by mutual agreement), free furnished accommodation and a car. Salary will be in accordance with current Burnham Scales plus a generous overseas allowance. Burnham Scale pension contributions and rights will be preserved. Education allowances and fare paid travel will be provided for older children who may need to continue their education in the UK. Please write briefly in the first instance giving essential personal details and relevant experience to: Mr. G. J. Dampney, WS Atkins & Partners, Consulting Engineers, Woodcote Grove, Ashley Road, Epsom, Surrey, KT18 5BW. Tel Epsom 28140 ext 2889.

W.S. Atkins & Partners

LONDON

SOUTH LONDON EDUCATION
An Education Officer is required for the post of Education Officer. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Education Officer, Education Department, South London. Closing date: 8th August 1976.

LONDON

TRAINING ASSISTANT
Applications are invited for the post of Training Assistant. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Training Assistant, Education Department, London. Closing date: 8th August 1976.

LONDON, W.1

EDUCATION OFFICER
Applications are invited for the post of Education Officer. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Education Officer, Education Department, London. Closing date: 8th August 1976.

THE SPASTICS SOCIETY

CAREERS OFFICER
Applications are invited for the post of Careers Officer. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Applicants should be experienced in the use of word processing equipment and have a good knowledge of the education system. Further details and application forms from: The Careers Officer, Education Department, The Spastics Society. Closing date: 8th August 1976.

CAREERS OFFICER

(Older/Abler Pupils)
Ashford
Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service. Salary: £4,551-£4,857 p.a. plus £312 p.a. supplement. Further details and application forms from: County Education Officer, County Hall, Kingston upon Thames. Tel: 01-546 1050 Ext. 3486.

Child Care

OXFORDSHIRE

THE PRINCIPAL OF BRACKLEY
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Child Care

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Algeria

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W.S. Atkins & Partners

LONDON BOROUGH OF EALING

Education Service Southall College of Technology Registrar and Clerk to the Governing Body

Salary: £5,388-£5,006 per annum inclusive

Plus a supplement £312 per annum in line with recent joint negotiations.

Applications are invited from persons holding an appropriate professional qualification and with considerable experience of administration within an educational context, further education preferably.

The Council offer 100 per cent removal expenses, legal and estate agents fees up to £300 and lodging allowance. Season ticket loan available.

Further particulars and application form available from The Principal, Southall College of Technology, Southall, Middlesex, UB1 1DP. Telephone 01-574 3448. Forms to be returned within fourteen days of the appearance of this advertisement.

CITY OF SHEFFIELD Education Department

SENIOR ADMINISTRATIVE ASSISTANT

(STAFFING OFFICER)

£4,689-£4,992 plus £312 per annum

An appointment may be made above the minimum of the scale. The successful candidate is likely to be an Honorary Graduate with good teaching experience. The post offers opportunities to gain administrative experience in a vigorous Department and the successful candidate is expected to seek promotion to senior posts in this or another Authority within three years. The person appointed will have considerable responsibility for the staff in the staffing of Primary, Secondary and Special Schools and will also be required to contribute to a wide variety of policy matters affecting schools or colleges. Further particulars and application forms may be obtained from the Chief Education Officer (rel. ST/P/CW), Education Department, Leopold Street, Sheffield S1 1RL. Completed applications should be sent to the Chief Education Officer, 2/4 Malldale Street, Sheffield S1 4QD, within 14 days of this advertisement.

CAREERS OFFICER

(Older/Abler Pupils) Ashford

Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service.

£3,678-£4,407 plus Surrey Allowance (£180). Car mileage and subsistence expenses payable together with generous relocation expenses in approved bases. Closing date: two weeks after this advertisement.

Further details and application form from County Education Officer, County Hall, Kingston upon Thames. Tel: 01-546 1050 Ext. 3486.

SURREY COUNTY COUNCIL

Area Careers Officer

NEWPORT AREA
Grade 5, O.1, S.O.11 Salary: £4,239-£4,992 plus supplement of £312 per annum. The post carries responsibility for providing a vocational guidance service to pupils in the eight schools in the town of Newport and to some of the surrounding areas. There is also responsibility for the provision of Further Education. There is also responsibility for the provision of service to school-leavers, students and any other young people in the area who choose to seek help from the Careers Service. The Area Officer will be responsible for arranging the duties of the nine other members of staff to ensure that all aspects of the guidance and employment work, office records, statistics etc. are satisfactorily covered. In addition, the Area Officer is the Secretary of the Newport Careers Service Sub-Committee and will need to submit reports of the work in the area at least three times each year. Mileage allowances will be payable for journeys to schools, employers and for other essential visits. Applications to be submitted by 4th August 1976. Application forms and further information, where applicable, for the post may be obtained from the personnel section, Surrey County Council, County Hall, Cymmer, Gwent NP23 5JL, to be returned by the dates shown in the same notice.

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W.S. Atkins & Partners

The British Council

IRAN

Teachers of English

The British Council is recruiting graduates or qualified teachers, not necessarily experienced, for teaching posts in the Council Teaching Centres in Tehran, Isfahan and Mashhad, which will include on-the-job training. The work is demanding but the emoluments are good and the holidays generous.

Candidates: Degree or Teacher's Certificate essential. TEFL training and/or some teaching experience desirable. Preferred age under 30. Single candidates or fully qualified married couples are eligible.

Salary: £5,73-£4,185 p.a.

Generous allowances towards the cost of accommodation; employer's portion of UK superannuation; medical scheme. Two-year contracts, renewable. Long fares are paid.

Please write, briefly stating qualifications and length of appropriate experience, quoting reference number BC 90415 for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

The British Council

invites applications for the following posts:-

Consultant to English Textbook Project

(Algeria)
Collaboration with the Ministry of Primary and Secondary Education, Algiers. Required postgraduate qualification in ELT; several years' experience in TEFL overseas; relevant textbook writing syllabus development; good French. Male candidates aged 30-40 preferred. Salary: £5,001-£6,845 p.a. Free accommodation; overseas allowances. Two-year contract, renewable. 76 CE 16

Teacher in English Language (Egypt)

(Cairo)
Faculty College, Ain Shams University, Cairo. Candidates must have a degree in English or Modern Languages and a TEFL or Linguistics qualification, together with 5 years' teaching experience including TEFL. Salary: £4,389-£5,409 p.a., tax free. Free furnished accommodation; children's overseas allowances for married candidates. Two-year contract, renewable. 76 AU 109

Teacher in English & General Studies

(Mozambique)
College of Agriculture, Masera. Required qualification with secondary school TEFL experience. Salary in excess of current U.K. emoluments. Free tax free allowance; free accommodation; medical treatment. Two-year contract, renewable. 76 CO 126

Teacher English Teacher (Bahrain)

(Bahrain)
Bahrain Secondary School (Commercial Section). Candidates, preferably single, should hold either a degree in English, or a teaching certificate with TEFL experience and some experience in language laboratories. Salary: £3,798-£4,680 p.a., no local taxation. Free furnished accommodation; overseas and children's allowances. Two-year contract, renewable. 76 AS 40

Teacher of English (Morocco)

(Morocco)
British Council Language Centre, Rabat. Degree or Teaching Certificate, TEFL qualification essential. Knowledge of French desirable. Salary: 2,344 Dirhams per month. Two-year contract, renewable. 76 CO 116

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further particulars and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

PRESTON INSTITUTE of TECHNOLOGY

Plenty Road, Dundoora, 3093, Victoria, AUSTRALIA.

HEAD

Department of Leisure Studies Salary \$A21,090 p.a.

The Institute is seeking to appoint as soon as possible a highly qualified and experienced person as Head of Department to direct and develop the teaching, extension and consulting activities of the Department of Leisure Studies. The appointment is a permanent tenure position to replace the American professor who founded the Department and is now returning to U.S. assignment.

The Department conducts a Graduate Diploma programme, a number of Extension courses and a Research and Planning Centre. An undergraduate degree is scheduled for commencement in 1978.

The position calls for a doctorate qualification or equivalent within the broad field of Recreation, with academic experience in course development and administration.

Further information on the Institute, the position and terms of appointment from the Staffing Officer, (Ref. 181). Applications as soon as practicable closing August 20, 1976.

THE OXFORD INSTITUTES ITALIANI OF MILAN—28, Via Senato

have a vacancy in their audio-visual department:

A DIRECTOR

Is required for the didactic centre;

He will be mainly responsible for the arrangement of a didactic plan concerning our language courses, the preparation of lessons and tests and the production of tapes and records.

Besides British birth fair knowledge of German and French is required.

Remuneration will be satisfactory and will relate to both experience and personal characteristics.

For further details and application form please write to or telephone:

THE OXFORD INSTITUTES ITALIANI
28, Via Senato 20121 Milan, Italy.
Phone: 780010-788814.

HEADTEACHER

Singapore \$11,000+

Raeburn Park School is co-educational catering for over 400 pupils between the ages of 4 and 11 years mainly from the Australian, British and New Zealand communities living in Singapore. The school, administered by Tanglin Trust Limited, requires a headteacher to take up appointment on 1 January 1977, or earlier.

Reporting to the Education Adviser to the Governors, you will ideally be between 35 and 45 years of age, have already held a deputy or headteacher's position for a minimum of three years and have some years overseas teaching experience. Your qualifications and experience will ensure that you offer strong leadership in curriculum development.

Your initial contract will be for three years with a compensation package of over \$11,000 which includes furnished accommodation. In addition, there is mid-term leave, passages and medical benefits for the family.

If you are interested in the appointment please write giving brief details of your qualifications and experience to: Education Adviser, Tanglin Trust Ltd., 8/9 Winchester Road, Singapore 5. Full details will be sent to you if your initial application is suitable.

PRIMARY TEACHER EDUCATION Kenya

Teacher-Educators— Mathematics, Science and English

At various Primary Teacher Training Colleges, Lecturers, in their subjects, required to participate in the British Primary Teacher Training Programme, involving initial and in-service Teacher Training and elements of curriculum reform directed to an improvement of the quality of primary education. Applicants, under 65, should be Teacher Educators (trained graduates or non-graduate) with 6 years' relevant experience, 2 of which should have been in a Teacher Training College; non-graduates must have Teacher Training experience in a United Kingdom College. For the Science post trained teachers in Physical Science (Physics/Chemistry or Biology/Agriculture) as well as General Science are invited to apply. Initial appointment for 2-3 years. Salary in range £4,331-£5,815 p.a. which includes an allowance, normally tax free, in range £2,282-£4,302 p.a. Starting salaries are assessed in accordance with the number of completed years of post-qualification pre-1968 teaching experience. Terminal gratuity 25 per cent of basic salary. Other benefits include free family passages, paid leave, children's education allowances and subsidised accommodation. Superannuation rights may be preserved. An appointment grant of up to £300 and an interest free car purchase loan of up to £800 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom. For full details and an application form please apply giving age and details of qualifications and experience to:

Appointments Officer
Ministry of Overseas
Development
Room 201, Eland House,
55ag Place, London SW1E 5DH



